

Standard ID	Standard Text	Edgenuity Lesson Name
R	Reading	
RL	Literature	
	Key Ideas and Details	
RL.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
		<p>Skills Lesson: Figurative Language and Imagery</p> <p>Poetry: "The Lake of the Dismal Swamp" by Thomas Moore</p> <p>Poetry: Poems by Sylvia Plath and Adelaide Crapsey</p> <p>Short Story: "The Bet" by Anton P. Chekhov</p> <p>Short Story: "The Colomber" by Dino Buzzati</p> <p>Novel: <i>From A Tree Grows in Brooklyn</i> by Betty Smith</p> <p>Short Story: "Rules of the Game" by Amy Tan</p> <p>Short Story: "Civil Peace" by Chinua Achebe</p> <p>Novel: <i>The Absolutely True Diary of a Part-Time Indian</i> by S. Alexie</p> <p>Memoir: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah</p> <p><i>Gulliver's Travels</i> : The Letters and Lilliput (Letters; Part I, Ch. 1-4)</p> <p><i>Gulliver's Travels</i> : Lilliput (Part I, Ch. 5-8)</p> <p><i>Gulliver's Travels</i> : Brobdingnag (Part II, Ch. 1-4)</p> <p><i>Gulliver's Travels</i> : Brobdingnag (Part II, Ch. 5-8)</p> <p><i>Gulliver's Travels</i> : Laputa and Balnibarbi (Part III, Ch. 1-6)</p> <p><i>Gulliver's Travels</i> : Luggnagg, Glubbdubdrib, and Japan (Part III, Ch. 7-11)</p> <p><i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 1-6)</p> <p><i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 7-12)</p> <p>Mythology: Selected Myths and Their Influence</p> <p><i>Antigone</i> by Sophocles: The Prologue</p> <p><i>Antigone</i> by Sophocles: The Parados</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Cont'd.)	<p><i>Antigone</i> by Sophocles: Scene 1, Ode 1 <i>Antigone</i> by Sophocles: Scene 2, Ode 2 <i>Antigone</i> by Sophocles: Scene 3, Ode 3 <i>Antigone</i> by Sophocles: Scene 4, Ode 4 <i>Antigone</i> by Sophocles: Scene 5, Paean <i>Antigone</i> by Sophocles: The Exodos <i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 5.3-5.5 Nonfiction: From <i>A Room of One's Own</i> by Virginia Woolf</p>
RL.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>Skills Lesson: Figurative Language and Imagery Poetry: Poems by Sylvia Plath and Adelaide Crapsey Short Story: "The Bet" by Anton P. Chekhov Skills Lesson: Structure Short Story: "The Colomber" by Dino Buzzati Memoir: From <i>Night</i> by Elie Wiesel Short Story: "The Pit and the Pendulum" by Edgar Allan Poe Nonfiction: Two Authors' Perspectives of the Writer's Craft Skills Lesson: Theme Novel: From <i>A Tree Grows in Brooklyn</i> by Betty Smith Poetry: "Tattoo" by Gregg Shapiro Short Story: "Rules of the Game" by Amy Tan Short Story: "Civil Peace" by Chinua Achebe Lyrics and Poetry: The Birmingham Church Bombing Informational: Japanese Internment in America</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Cont'd.)	Short Story: "Two Kinds" by Amy Tan Poetry: "Exile" by Julia Alvarez Short Story: "Marriage Is a Private Affair" by Chinua Achebe Mythology: Selected Myths and Their Influence Mythology: Two Great Heroes of Greek Mythology: Perseus and Atalanta <i>Antigone</i> by Sophocles: The Prologue <i>Antigone</i> by Sophocles: Scene 1, Ode 1 <i>Antigone</i> by Sophocles: Scene 2, Ode 2 <i>Antigone</i> by Sophocles: Scene 5, Paean <i>Antigone</i> by Sophocles: The Exodos Writing: Literary Analysis Essay: Theme <i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 3.1 <i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 5.1-5.2 <i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 5.3-5.5 Skills Lesson: Genres and Archetypal Symbols Short Story: "Subha" by Rabindranath Tagore Nonfiction: "At the Hearth" by Laura Esquivel

Standard ID	Standard Text	Edgenuity Lesson Name
RL.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<p>Short Story: "The Bet" by Anton P. Chekhov</p> <p>Short Story: "Rules of the Game" by Amy Tan</p> <p>Skills Lesson: Perspective and Narration</p> <p>Skills Lesson: Conflict, Moral Dilemma, and Character Analysis</p> <p>Short Story: "Two Kinds" by Amy Tan</p> <p>Novel: <i>The Absolutely True Diary of a Part-Time Indian</i> by S. Alexie</p> <p>Memoir: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah</p> <p><i>Gulliver's Travels</i>: Lilliput (Part I, Ch. 5-8)</p> <p><i>Gulliver's Travels</i>: Brobdingnag (Part II, Ch. 1-4)</p> <p><i>Gulliver's Travels</i>: Brobdingnag (Part II, Ch. 5-8)</p> <p><i>Gulliver's Travels</i>: Laputa and Balnibarbi (Part III, Ch. 1-6)</p> <p><i>Gulliver's Travels</i>: Luggnagg, Glubbudrib, and Japan (Part III, Ch. 7-11)</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 1</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 2</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 4</p> <p>Short Story: "Subha" by Rabindranath Tagore</p>

Standard ID	Standard Text	Edgenuity Lesson Name
	Craft and Structure	
RL.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<p>Skills Lesson: Figurative Language and Imagery Poetry: "The Lake of the Dismal Swamp" by Thomas Moore Poetry: Poems by Sylvia Plath and Adelaide Crapsey Vocabulary: Denotations and Connotations Short Story: "The Bet" by Anton P. Chekhov Short Story: "The Colomber" by Dino Buzzati Nonfiction: Two Authors' Perspectives of the Writer's Craft Novel: <i>From A Tree Grows in Brooklyn</i> by Betty Smith Poetry: "Tattoo" by Gregg Shapiro Short Story: "Rules of the Game" by Amy Tan Skills Lesson: Perspective and Narration Short Story: "Civil Peace" by Chinua Achebe Lyrics and Poetry: The Birmingham Church Bombing Short Story: "Two Kinds" by Amy Tan Novel: <i>The Absolutely True Diary of a Part-Time Indian</i> by S. Alexie Memoir: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah Short Story: "Marriage Is a Private Affair" by Chinua Achebe <i>Gulliver's Travels</i> : The Letters and Lilliput (Letters; Part I, Ch. 1-4) <i>Gulliver's Travels</i> : Lilliput (Part I, Ch. 5-8) <i>Gulliver's Travels</i> : Brobdingnag (Part II, Ch. 1-4) <i>Gulliver's Travels</i> : Laputa and Balnibarbi (Part III, Ch. 1-6) <i>Gulliver's Travels</i> : Luggnagg, Glubbdubdrib, and Japan (Part III, Ch. 7-11)</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). <i>(Cont'd.)</i>	<i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 1-6) <i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 7-12) Mythology: Selected Myths and Their Influence Mythology: Two Great Heroes of Greek Mythology: Perseus and Atalanta <i>Antigone</i> by Sophocles: The Parados <i>Antigone</i> by Sophocles: Scene 2, Ode 2 Skills Lesson: Tragedy, Drama, and Shakespeare <i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 1 <i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 2 <i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 3.2-3.3 <i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 4 <i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 5.1-5.2 Short Story: "Subha" by Rabindranath Tagore

Standard ID	Standard Text	Edgenuity Lesson Name
RL.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<p>Skills Lesson: Structure</p> <p>Short Story: "The Colomber" by Dino Buzzati</p> <p>Memoir: From <i>Night</i> by Elie Wiesel</p> <p>Short Story: "The Pit and the Pendulum" by Edgar Allan Poe</p> <p>Nonfiction: Two Authors' Perspectives of the Writer's Craft</p> <p>Poetry: "Tattoo" by Gregg Shapiro</p> <p>Lyrics and Poetry: The Birmingham Church Bombing</p> <p>Poetry: Poems by Gwendolyn Brooks and Emily Dickinson</p> <p>Skills Lesson: Analyzing Challenging Texts:</p> <p>Jonathan Swift</p> <p><i>Gulliver's Travels</i> : Brobdingnag (Part II, Ch. 5-8)</p> <p><i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 1-6)</p> <p><i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 7-12)</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 5.1-5.2</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RL.CCR.6	Assess how point of view or purpose shapes the content and style of a text.	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<p>Poetry: "The Lake of the Dismal Swamp" by Thomas Moore</p> <p>Short Story: "The Bet" by Anton P. Chekhov</p> <p>Memoir: From <i>Night</i> by Elie Wiesel</p> <p>Short Story: "Civil Peace" by Chinua Achebe</p> <p>Wartime Diaries: Anne Frank and Zlata Filipović</p> <p>Short Story: "Two Kinds" by Amy Tan</p> <p>Short Story: "Marriage Is a Private Affair" by Chinua Achebe</p> <p><i>Gulliver's Travels</i> : The Letters and Lilliput (Letters; Part I, Ch. 1-4)</p> <p><i>Gulliver's Travels</i> : Lilliput (Part I, Ch. 5-8)</p> <p><i>Gulliver's Travels</i> : Brobdingnag (Part II, Ch. 1-4)</p> <p><i>Gulliver's Travels</i> : Brobdingnag (Part II, Ch. 5-8)</p> <p><i>Gulliver's Travels</i> : Laputa and Balnibarbi (Part III, Ch. 1-6)</p> <p><i>Gulliver's Travels</i> : Luggnagg, Glubbudrib, and Japan (Part III, Ch. 7-11)</p> <p><i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 1-6)</p> <p><i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 7-12)</p> <p>Skills Lesson: Greek Literature and Archetypes</p> <p>Mythology: Selected Myths and Their Influence</p> <p>Mythology: Two Great Heroes of Greek</p> <p>Mythology: Perseus and Atalanta</p> <p>Skills Lesson: Greek Tragedy</p> <p><i>Antigone</i> by Sophocles: The Prologue</p> <p><i>Antigone</i> by Sophocles: The Parados</p> <p><i>Antigone</i> by Sophocles: Scene 1, Ode 1</p> <p><i>Antigone</i> by Sophocles: Scene 2, Ode 2</p> <p><i>Antigone</i> by Sophocles: Scene 3, Ode 3</p> <p><i>Antigone</i> by Sophocles: Scene 4, Ode 4</p> <p><i>Antigone</i> by Sophocles: Scene 5, Paean</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (<i>Cont'd.</i>)	
		<p><i>Antigone</i> by Sophocles: The Exodos Skills Lesson: Ancient Rome and <i>The Tragedy of Julius Caesar</i> Skills Lesson: Tragedy, Drama, and Shakespeare Skills Lesson: Genres and Archetypal Symbols Short Story: "Subha" by Rabindranath Tagore Poetry: The Blazon, the English Sonnet, and Contemporary Song Lyrics Nonfiction: From <i>A Room of One's Own</i> by Virginia Woolf Nonfiction: "At the Hearth" by Laura Esquivel</p>
	Integration of Knowledge and Ideas	
RL.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	<p>Lyrics and Poetry: The Birmingham Church Bombing Mythology: Selected Myths and Their Influence Mythology: Two Great Heroes of Greek Mythology: Perseus and Atalanta Poetry: The Blazon, the English Sonnet, and Contemporary Song Lyrics</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RL.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	
		<p><i>Gulliver's Travels</i> : Luggnagg, Glubbdubdrib, and Japan (Part III, Ch. 7-11)</p> <p>Mythology: Selected Myths and Their Influence</p> <p><i>Antigone</i> by Sophocles: Scene 4, Ode 4</p> <p>Skills Lesson: Ancient Rome and <i>The Tragedy of Julius Caesar</i></p> <p>Skills Lesson: Tragedy, Drama, and Shakespeare</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 1</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 2</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 3.1</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 3.2-3.3</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 4</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 5.1-5.2</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 5.3-5.5</p>

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Reading and Level of Text Complexity	
RL.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.	
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.	<p>Poetry: "The Lake of the Dismal Swamp" by Thomas Moore</p> <p>Poetry: Poems by Sylvia Plath and Adelaide Crapsey</p> <p>Short Story: "The Bet" by Anton P. Chekhov</p> <p>Short Story: "The Pit and the Pendulum" by Edgar Allan Poe</p> <p>Novel: From <i>A Tree Grows in Brooklyn</i> by Betty Smith</p> <p>Poetry: "Tattoo" by Gregg Shapiro</p> <p>Short Story: "Rules of the Game" by Amy Tan</p> <p>Short Story: "Civil Peace" by Chinua Achebe</p> <p>Lyrics and Poetry: The Birmingham Church Bombing</p> <p>Wartime Diaries: Anne Frank and Zlata Filipović</p> <p>Informational: Japanese Internment in America</p> <p>Short Story: "Two Kinds" by Amy Tan</p> <p>Poetry: "Exile" by Julia Alvarez</p> <p>Nonfiction: "Diary 24" and "Diary 33" from <i>The Freedom Writers Diary</i></p> <p>Novel: <i>The Absolutely True Diary of a Part-Time Indian</i> by S. Alexie</p> <p>Poetry: Poems by Gwendolyn Brooks and Emily Dickinson</p> <p>Memoir: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah</p> <p>Short Story: "Marriage Is a Private Affair" by Chinua Achebe</p> <p><i>Gulliver's Travels</i>: The Letters and Lilliput (Letters; Part I, Ch. 1-4)</p> <p><i>Gulliver's Travels</i>: Lilliput (Part I, Ch. 5-8)</p>

Standard ID	Standard Text	Edgenuity Lesson Name
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RL.9-10.10	<p>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 high end of the grades 9-10 text complexity band independently and proficiently. (Cont'd.)</p>	<p><i>Gulliver's Travels</i> : Brobdingnag (Part II, Ch. 1-4) <i>Gulliver's Travels</i> : Brobdingnag (Part II, Ch. 5-8) <i>Gulliver's Travels</i> : Laputa and Balnibarbi (Part III, Ch. 1-6) <i>Gulliver's Travels</i> : Luggnagg, Glubbudubdrib, and Japan (Part III, Ch. 7-11) <i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 1-6) <i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 7-12) Mythology: Selected Myths and Their Influence Mythology: Two Great Heroes of Greek Mythology: Perseus and Atalanta <i>Antigone</i> by Sophocles: The Prologue <i>Antigone</i> by Sophocles: The Parados <i>Antigone</i> by Sophocles: Scene 1, Ode 1 <i>Antigone</i> by Sophocles: Scene 2, Ode 2 <i>Antigone</i> by Sophocles: Scene 3, Ode 3 <i>Antigone</i> by Sophocles: Scene 4, Ode 4 <i>Antigone</i> by Sophocles: Scene 5, Paean <i>Antigone</i> by Sophocles: The Exodos Poetry: The Blazon, the English Sonnet, and Contemporary Song Lyrics</p>
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RI	<p>Informational Text Key Ideas and Details</p>
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RI.CCR.1	<p>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.</p>	
RI.9-10.1	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Novel: <i>The Absolutely True Diary of a Part-Time Indian</i> by S. Alexie Memoir: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah Nonfiction: <i>From A Room of One's Own</i> by Virginia Woolf</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RI.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>Memor: From <i>Night</i> by Elie Wiesel</p> <p>Nonfiction: Two Authors' Perspectives of the Writer's Craft</p> <p>Media Literacy: Deconstructing Media Messages</p> <p>Wartime Diaries: Anne Frank and Zlata Filipović</p> <p>Informational: Japanese Internment in America</p> <p>Nonfiction: "Diary 24" and "Diary 33" from <i>The Freedom Writers Diary</i></p> <p>Memor: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah</p> <p>Media Literacy: Political Cartoons</p> <p>Media Literacy: Analyze Speeches Given in Historical Context</p> <p>Nonfiction: From <i>A Room of One's Own</i> by Virginia Woolf</p> <p>Nonfiction: "At the Hearth" by Laura Esquivel</p>
RI.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<p>Nonfiction: Two Authors' Perspectives of the Writer's Craft</p> <p>Media Literacy: Deconstructing Media Messages</p> <p>Wartime Diaries: Anne Frank and Zlata Filipović</p> <p>Nonfiction: "Diary 24" and "Diary 33" from <i>The Freedom Writers Diary</i></p> <p>Memor: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah</p> <p>Media Literacy: Political Cartoons</p> <p>Media Literacy: Analyze Speeches Given in Historical Context</p> <p>Nonfiction: From <i>A Room of One's Own</i> by Virginia Woolf</p> <p>Nonfiction: "At the Hearth" by Laura Esquivel</p> <p>21st-Century Skills: Exploring Procedural Texts</p>

Standard ID	Standard Text	Edgenuity Lesson Name
	<p>Craft and Structure</p>	
RI.CCR.4	<p>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.</p>	
RI.9-10.4	<p>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).</p>	<p>Nonfiction: Two Authors' Perspectives of the Writer's Craft Novel: <i>The Absolutely True Diary of a Part-Time Indian</i> by S. Alexie Memoir: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah 21st-Century Skills: Professional Electronic Communication Nonfiction: From <i>A Room of One's Own</i> by Virginia Woolf Nonfiction: "At the Hearth" by Laura Esquivel Media Literacy: Decoding Legal and Governmental Forms</p>
RI.CCR.5	<p>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.</p>	
RI.9-10.5	<p>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).</p>	<p>Memoir: From <i>Night</i> by Elie Wiesel Nonfiction: Two Authors' Perspectives of the Writer's Craft 21st-Century Skills: Business Letter Memoir: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah Nonfiction: From <i>A Room of One's Own</i> by Virginia Woolf Nonfiction: "At the Hearth" by Laura Esquivel 21st-Century Skills: Exploring Procedural Texts</p>

Standard ID	Standard Text	Edgenuity Lesson Name
RI.CCR.6	Assess how point of view or purpose shapes the content and style of a text.	
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Nonfiction: Two Authors' Perspectives of the Writer's Craft Media Literacy: Deconstructing Media Messages Wartime Diaries: Anne Frank and Zlata Filipović Nonfiction: "Diary 24" and "Diary 33" from <i>The Freedom Writers Diary</i> Memoir: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah Media Literacy: Political Cartoons Media Literacy: Analyze Speeches Given in Historical Context Nonfiction: From <i>A Room of One's Own</i> by Virginia Woolf Nonfiction: "At the Hearth" by Laura Esquivel
RI.CCR.7	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Media Literacy: Deconstructing Media Messages
RI.CCR.8	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.	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Media Literacy: Deconstructing Media Messages Media Literacy: Political Cartoons Skills Lesson: The Elements of Argument Skills Lesson: Types of Evidence and Logical Fallacies Media Literacy: Analyze Speeches Given in Historical Context Nonfiction: From <i>A Room of One's Own</i> by Virginia Woolf Nonfiction: "At the Hearth" by Laura Esquivel

Standard ID	Standard Text	Edgenuity Lesson Name
RI.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Media Literacy: Analyze Speeches Given in Historical Context
Range of Reading and Level of Text Complexity		
RI.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.	
RI.9-10.10	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 high end of the grades 9-10 text complexity band independently and proficiently.	Memoir: From <i>Night</i> by Elie Wiesel Nonfiction: Two Authors' Perspectives of the Writer's Craft Wartime Diaries: Anne Frank and Zlata Filipović Nonfiction: "Diary 24" and "Diary 33" from <i>The Freedom Writers Diary</i> Memoir: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah Nonfiction: From <i>A Room of One's Own</i> by Virginia Woolf Nonfiction: "At the Hearth" by Laura Esquivel
W	Writing	
Text Types and Purposes		
W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Writing: Persuasive Essay: Our Changing Society Writing: Definition Essay: What Is an American? Skills Lesson: Creating and Using Thesis Statements Skills Lesson: The Elements of Argument

Standard ID	Standard Text	Edgenuity Lesson Name
W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Writing: Persuasive Essay: Our Changing Society Writing: Definition Essay: What Is an American? Skills Lesson: The Elements of Argument
W.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Writing: Persuasive Essay: Our Changing Society Writing: Definition Essay: What Is an American?
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Writing: Persuasive Essay: Our Changing Society Writing: Definition Essay: What Is an American?
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	Writing: Persuasive Essay: Our Changing Society Writing: Definition Essay: What Is an American?
W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing: Persuasive Essay: Our Changing Society Writing: Definition Essay: What Is an American?
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	21st-Century Skills: Business Letter Writing: Descriptive Essay: Favorite Villain Writing: Definition Essay: What Is an American? Writing: Research Paper: An American President Writing: Literary Analysis Essay: Theme Writing: Compare-and-Contrast Essay: <i>The Tragedy of Julius Caesar</i> Writing: Expository Essay: Healthy Relationships

Standard ID	Standard Text	Edgenuity Lesson Name
W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<p>Writing: Descriptive Essay: Favorite Villain</p> <p>Writing: Definition Essay: What Is an American?</p> <p>Writing: Research Paper: An American President</p> <p>Writing: Literary Analysis Essay: Theme</p> <p>Writing: Compare-and-Contrast Essay: <i>The Tragedy of Julius Caesar</i></p> <p>Writing: Expository Essay: Healthy Relationships</p>
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p>Writing: Descriptive Essay: Favorite Villain</p> <p>Writing: Definition Essay: What Is an American?</p> <p>Writing: Research Paper: An American President</p> <p>Writing: Literary Analysis Essay: Theme</p> <p>Writing: Compare-and-Contrast Essay: <i>The Tragedy of Julius Caesar</i></p> <p>Writing: Expository Essay: Healthy Relationships</p>
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<p>Writing: Descriptive Essay: Favorite Villain</p> <p>Writing: Research Paper: An American President</p> <p>Writing: Literary Analysis Essay: Theme</p> <p>Writing: Compare-and-Contrast Essay: <i>The Tragedy of Julius Caesar</i></p> <p>Writing: Expository Essay: Healthy Relationships</p>
W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>Writing: Descriptive Essay: Favorite Villain</p> <p>Writing: Research Paper: An American President</p> <p>Writing: Literary Analysis Essay: Theme</p> <p>Writing: Compare-and-Contrast Essay: <i>The Tragedy of Julius Caesar</i></p> <p>Writing: Expository Essay: Healthy Relationships</p>

Standard ID	Standard Text	Edgenuity Lesson Name
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Writing: Descriptive Essay: Favorite Villain Writing: Definition Essay: What Is an American? Writing: Research Paper: An American President Writing: Literary Analysis Essay: Theme Writing: Compare-and-Contrast Essay: <i>The Tragedy of Julius Caesar</i> Writing: Expository Essay: Healthy Relationships
W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Writing: Personal Narrative: Real Courage
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Writing: Personal Narrative: Real Courage
W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Writing: Personal Narrative: Real Courage
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Writing: Personal Narrative: Real Courage
		Writing: Personal Narrative: Real Courage

Standard ID	Standard Text	Edgenuity Lesson Name
	Production and Distribution of Writing	
W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing: Descriptive Essay: Favorite Villain Writing: Persuasive Essay: Our Changing Society Writing: Definition Essay: What Is an American? Writing: Personal Narrative: Real Courage Skills Lesson: Creating and Using Thesis Statements Writing: Research Paper: An American President Writing: Literary Analysis Essay: Theme Writing: Compare-and-Contrast Essay: <i>The Tragedy of Julius Caesar</i> Writing: Expository Essay: Healthy Relationships
W.CCR.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Writing: Descriptive Essay: Favorite Villain Writing: Persuasive Essay: Our Changing Society Writing: Definition Essay: What Is an American? Writing: Personal Narrative: Real Courage Skills Lesson: Planning for Research Skills Lesson: Creating and Using Outlines Writing: Research Paper: An American President Writing: Literary Analysis Essay: Theme Writing: Compare-and-Contrast Essay: <i>The Tragedy of Julius Caesar</i> Writing: Expository Essay: Healthy Relationships

Standard ID	Standard Text	Edgenuity Lesson Name
W.CCR.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		Writing: Descriptive Essay: Favorite Villain Writing: Persuasive Essay: Our Changing Society Writing: Definition Essay: What Is an American? Writing: Personal Narrative: Real Courage Writing: Research Paper: An American President Writing: Literary Analysis Essay: Theme Writing: Compare-and-Contrast Essay: <i>The Tragedy of Julius Caesar</i> Writing: Expository Essay: Healthy Relationships
W.CCR.7	Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject. demonstrating understanding of the subject under investigation.	
W.CCR.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Skills Lesson: Planning for Research Writing: Research Paper: An American President
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		Vocabulary: Using Resources Skills Lesson: Gathering and Evaluating Sources Skills Lesson: Gathering Information Skills Lesson: Using and Citing Evidence Media Literacy: Introduction to Plagiarism in the Media 21st-Century Skills: Using Technology to Research Grammar: Punctuation for Citation Writing: Research Paper: An American President

Standard ID	Standard Text	Edgenuity Lesson Name
W.CCR.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.9-10.9.a	Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	Writing: Literary Analysis Essay: Theme
W.9-10.9.b	Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Skills Lesson: Types of Evidence and Logical Fallacies Media Literacy: Analyze Speeches Given in Historical Context
SL	Speaking and Listening	
	Comprehension and Collaboration	
SL.CCR.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Electronic Communication: Discussion and Debate Techniques
SL.9-10.1.b	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.	Electronic Communication: Discussion and Debate Techniques
SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Electronic Communication: Discussion and Debate Techniques

Standard ID	Standard Text	Edgenuity Lesson Name
SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
		Electronic Communication: Discussion and Debate Techniques Skills Lesson: Theories of Literary Interpretation
SL.CCR.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Media Literacy: Deconstructing Media Messages Media Literacy: Historical, Economic, and Political Contexts of Media Media Literacy: Bias in Media Media Literacy: Political Cartoons Media Literacy: Introduction to Plagiarism in the Media
SL.CCR.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Memoir: From <i>Night</i> by Elie Wiesel 21st-Century Skills: Interview Skills Skills Lesson: The Elements of Argument Skills Lesson: Types of Evidence and Logical Fallacies Media Literacy: Analyze Speeches Given in Historical Context 21st-Century Skills: Exploring Procedural Texts

Standard ID	Standard Text	Edgenuity Lesson Name
	Presentation of Knowledge and Ideas	
SL.CCR.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
		Types of Informative Presentations
		Organizing Your Informative Presentation
		Skills Lesson: Conflict, Moral Dilemma, and Character Analysis
		<i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 1-6)
		<i>Gulliver's Travels</i> : Houyhnhnm Land (Part IV, Ch. 7-12)
		21st-Century Skills: Interview Skills
		21st-Century Skills: Exploring Procedural Texts
SL.CCR.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
		Presentation Aids
		Electronic Communication: Discussion and Debate Techniques
SL.CCR.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
		Electronic Communication: Discussion and Debate Techniques
		21st-Century Skills: Interview Skills
		<i>Antigone</i> by Sophocles: Scene 1, Ode 1
		<i>The Tragedy of Julius Caesar</i> by William Shakespeare: Act 3.1
		21st-Century Skills: Professional Electronic Communication

Standard ID	Standard Text	Edgenuity Lesson Name
L	Language	
	Conventions of Standard English	
L.CCR.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.9-10.1.a	Use parallel structure.	Grammar: Coordination and Parallelism
L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Grammar: The Appositive and Appositive Phrase Grammar: Subordinate Clauses Grammar: Sentence Variety
L.CCR.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Grammar: Punctuation - Commas, Semicolons, and Colons Grammar: Sentence Variety Grammar: Sentence Faults
L.9-10.2.b	Use a colon to introduce a list or quotation.	Grammar: The Apostrophe and Colon
L.9-10.2.c	Spell correctly.	Grammar: Punctuation for Citation
		Grammar: Spelling Strategies

Standard ID	Standard Text	Edgenuity Lesson Name
L.CCR.3 L.9-10.3	<p>Knowledge of Language</p> <p>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.</p> <p>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.</p>	
L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	<p>Skills Lesson: Using and Citing Evidence</p> <p>Writing: Research Paper: An American President</p> <p>Writing: Literary Analysis Essay: Theme</p>
L.CCR.4 L.9-10.4	<p>Vocabulary Acquisition and Use</p> <p>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.</p> <p>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.</p>	
L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>Vocabulary: Context Clues</p> <p>Vocabulary: Acquiring New Words</p> <p>Vocabulary: Technical and Professional Language</p> <p>Media Literacy: Decoding Legal and Governmental Forms</p>
L.9-10.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<p>Vocabulary: Precise Words</p> <p>Vocabulary: Roots and Affixes</p>
L.9-10.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<p>Vocabulary: Using Resources</p> <p>Vocabulary: Roots and Affixes</p> <p>Vocabulary: Acquiring New Words</p>
L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>Vocabulary: Using Resources</p>

Standard ID	Standard Text	Edgenuity Lesson Name
L.CCR.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.	Skills Lesson: Figurative Language and Imagery
L.CCR.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Vocabulary: Denotations and Connotations
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Vocabulary: Denotations and Connotations
		Vocabulary: Context Clues
		Vocabulary: Precise Words
		21st-Century Skills: Résumés and Cover Letters
		Vocabulary: Acquiring New Words
		Vocabulary: Technical and Professional Language
		Writing: Expository Essay: Healthy Relationships