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.	
		Short Story: "The Cask of Amontillado" by Edgar Allan Poe
		Short Story: "The Gift of the Magi" by O. Henry
		Reading Strategy Lesson: Previewing and Making Predictions
		Short Story: "A Christmas Memory" by Truman Capote
		Short Story: "Initiation" by Sylvia Plath
		Reading Strategy Lesson: Making Inferences
		Short Story: "A Celebration of Grandfathers" by Rudolfo Anaya
		Short Story: "Harrison Bergeron" by Kurt Vonnegut
		from *The Odyssey* -The Wanderings: The
		from *The Odyssey* - The Wanderings: The Enchantress Circe and The Land of the Dead
		from *The Odyssey* - Coming Home: The Meeting of Father and Son, The Beggar, and The Faithful Dog
		Romeo and Juliet, 1.1-1.2
		Romeo and Juliet, Prologue and 2.1-2.2
		Romeo and Juliet, Act 4
		Romeo and Juliet, Act 5

Standard ID	Standard Text	Edgenuity Lesson Name
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.	Short Story: "The Necklace" by Guy de Maupassant
		Reading Strategy Lesson: Previewing and Making Predictions
		Short Story: "Initiation" by Sylvia Plath
		Skills Lesson: Theme Through Literary Elements
		Short Story: "To Build a Fire" by Jack London
		Short Story: "A Celebration of Grandfathers" by Rudolfo Anaya
		Skills Lesson: Aesthetic Qualities
		Fairy Tale: Godfather Death
		Short Story: "Marigolds" by Eugenia Collier
		Writing: Literary Analysis - "After Twenty Years"
		Short Story: "Daughter of Invention" by Julia Alvarez
		Poetry: "Fences" (Mora) & "The Legend"
		Reading Strategy Lesson: Monitoring Understanding
		Poem: "Caged Bird" by Maya Angelou
		Poetry: "The Bells" (Poe) & "Sea Fever" (Masefield)
		The Maori: Genealogies and Origins in New Zealand
		Reading Strategy Lesson: Summarizing
		The Raven and the First Men: The Beginnings of the Haida
		Skills Lesson: Allegories, Fables, and other Moral Tales
		Enuma Elish and Marduk's Reign
		The Beginnings of the Maasai

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.)*	from *The Odyssey* - Coming Home: The Meeting of Father and Son, The Beggar, and The Faithful Dog
		from *The Odyssey* - Coming Home: The Test of the Great Bow, Death at the Palace, and Odysseus and Penelope
		Romeo and Juliet, 1.1-1.2
		Romeo and Juliet, 3.1-3.2
		Romeo and Juliet, 3.3-3.5
		Romeo and Juliet, Act 5
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.	Skills Lesson: Characterization
		Short Story: "The Gift of the Magi" by O. Henry
		Short Story: "A Christmas Memory" by Truman Capote
		Skills Lesson: Dialogue
		Short Story: "Initiation" by Sylvia Plath
		Short Story: "The Scarlet Ibis" by James Hurst
		Skills Lesson: Theme Through Literary Elements
		Short Story: "To Build a Fire" by Jack London
		Short Story: "Marigolds" by Eugenia Collier
		Short Story: "Daughter of Invention" by Julia
		Skills Lesson: Drama
		Romeo and Juliet, 1.1-1.2
		Romeo and Juliet, 1.5
		Romeo and Juliet, Prologue and 2.1-2.2
		Romeo and Juliet, 2.3-2.6
		Romeo and Juliet, 3.1-3.2
		Romeo and Juliet, Act 4

Standard ID	Standard Text	Edgenuity Lesson Name
RL.CCR.4	Craft and Structure 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).	Grammar: Connotations vs. Denotations Reading Strategy Lesson: Setting the Stage for Visualizing Short Story: "The Most Dangerous Game" by Richard Connell Short Story: "A Christmas Memory" by Truman Capote Skills Lesson: Aesthetic Qualities Short Story: "Marigolds" by Eugenia Collier Short Story: "Lather and Nothing Else" by Hernando Tellez Skills Lesson: Word Choice, Voice, and Tone Short Story: "Daughter of Invention" by Julia Alvarez Short Story: "Harrison Bergeron" by Kurt Vonnegut Poem: "Caged Bird" by Maya Angelou Skills Lesson: Figurative Language & Imagery from *The Odyssey* - The Wanderings: The Enchantress Circe and The Land of the Dead Prologue to Romeo and Juliet

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.	Grammar: Parallel Structure
		Skills Lesson: Plot Structures
		Short Story: "The Necklace" by Guy de Maupassant
		Short Story: "The Most Dangerous Game" by Richard Connell
		Skills Lesson: Setting - Mystery and Suspense
		Short Story: "The Red-headed League" by Arthur Conan Doyle
		Short Story: "The Cask of Amontillado" by Edgar Allan Poe
		Fairy Tale: Godfather Death
		Introduction to *The Odyssey*
		from *The Odyssey* -The Wanderings: Calypso, I am Laertes' Son, and The Lotus Eaters
		Romeo and Juliet, 1.3-1.4
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.	Short Story: "Lather and Nothing Else" by Hernando Tellez
		The Maori: Genealogies and Origins in New Zealand
		The Raven and the First Men: The Beginnings of the Haida
		Enuma Elish and Marduk's Reign
		The Beginnings of the Maasai
RL.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.	
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).	Visual Text -Painting: Diego Rivera: Master Muralist

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).	Skills Lesson: Introduction to Classical Greek Mythology Introduction to *The Odyssey* Romeo and Juliet, 1.1-1.2 Romeo and Juliet, 1.3-1.4 Romeo and Juliet, 1.5 Romeo and Juliet, 2.3-2.6 Romeo and Juliet, 3.1-3.2 Romeo and Juliet, 3.3-3.5
	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.	Short Story: "The Necklace" by Guy de Maupassant Short Story: "The Most Dangerous Game" by Richard Connell Short Story: "The Red-headed League" by Arthur Conan Doyle Short Story: "The Cask of Amontillado" by Edgar Allan Poe Short Story: "The Gift of the Magi" by O. Henry Short Story: "A Christmas Memory" by Truman Capote Short Story: "Initiation" by Sylvia Plath Short Story: "The Scarlet Ibis" by James Hurst Short Story: "To Build a Fire" by Jack London Short Story: "A Celebration of Grandfathers" by Rudolfo Anaya Fairy Tale: Godfather Death Short Story: "Marigolds" by Eugenia Collier

Standard ID	Standard Text	Edgenuity Lesson Name
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. *(Cont'd.)*	Short Story: "Lather and Nothing Else" by Hernando Tellez
		Reading Strategy Lessons: Asking Questions
		Short Story: "Daughter of Invention" by Julia Alvarez
		Short Story: "Harrison Bergeron" by Kurt Vonnegut
		Skills Lesson: Essentials of Poetry
		Poetry: "Fences" (Mora) & "The Legend"
		Poem: "Caged Bird" by Maya Angelou
		Poetry: "The Bells" (Poe) & "Sea Fever" (Masefield)
		Poem: "Jabberwocky" by Lewis Carroll
		The Maori: Genealogies and Origins in New Zealand
		The Raven and the First Men: The Beginnings of the Haida
		Enuma Elish and Marduk's Reign
		The Beginnings of the Maasai
		Introduction to *The Odyssey*
		from *The Odyssey* -The Wanderings: Calypso, I am Laertes' Son, and The Lotus Eaters
		from *The Odyssey* -The Wanderings: The
		from *The Odyssey* - The Wanderings: The Enchantress Circe and The Land of the Dead
		from *The Odyssey* -The Wanderings: The Sirens and The Cattle of the Sun God
		from *The Odyssey* - Coming Home: The Meeting of Father and Son, The Beggar, and The Faithful Dog
		from *The Odyssey* - Coming Home: The Test of the Great Bow, Death at the Palace, and Odysseus and Penelope
		Prologue to Romeo and Juliet

Standard ID	Standard Text	Edgenuity Lesson Name
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. *(Cont'd.)*	Romeo and Juliet, 1.1-1.2
		Romeo and Juliet, 1.3-1.4
		Romeo and Juliet, 1.5
		Skills Lesson: Elizabethan Drama
		Romeo and Juliet, Prologue and 2.1-2.2
		Romeo and Juliet, 2.3-2.6
		Romeo and Juliet, 3.1-3.2
		Romeo and Juliet, 3.3-3.5
		Romeo and Juliet, Act 4
		Romeo and Juliet, Act 5
RI	**Informational Text**	
	Key Ideas and Details	
RI.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.	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
		Short Story: "The Cask of Amontillado" by Edgar Allan Poe
		Short Story: "The Gift of the Magi" by O. Henry
		Autobiography: from Black Boy by Richard
		Autobiography: from My Story by Rosa Parks
		Reading Strategy Lesson: Locating Information and Text Structure
		Wartime Columns: Ernie Pyle
		Research: Finding and Evaluating Sources
		Citations: In Others' Words
		Skills Lesson: The Art of Rhetoric
		Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson
		Skills Lesson: Evaluating Arguments
		Speech: "I Am Prepared to Die" by Nelson Mandela

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.	Reading Strategy Lesson: Previewing and Making Predictions
		Reading Strategy Lesson: Monitoring Understanding
		Skills Lesson: Expository: Nonfiction
		Skills Lesson: Expository: Procedural Texts
		Cultural Diversity: Selected Articles and Essays
		Personal Accounts: Views from Space
		Citations: In Others' Words
		Reading Strategy Lesson: Summarizing
		The Raven and the First Men: The Beginnings of the Haida
		Speech: "We Shall Fight on the Beaches" by Winston Churchill
		Nonfiction Text: War Propaganda
		Speech: "I Am Prepared to Die" by Nelson Mandela

Standard ID	Standard Text	Edgenuity Lesson Name
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.	Short Story: "The Red-headed League" by Arthur Conan Doyle Skills Lesson: Expository: Nonfiction Reading Strategy Lesson: Locating Information and Text Structure Skills Lesson: Expository: Procedural Texts Cultural Diversity: Selected Articles and Essays Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson Reading Strategy Lesson: Organizational Speech: "We Shall Fight on the Beaches" by Winston Churchill Skills Lesson: Evaluating Arguments Nonfiction Text: War Propaganda Speech: "I Am Prepared to Die" by Nelson Mandela
	Craft and Structure	
RI.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.	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Grammar: Connotations vs. Denotations Short Story: "The Most Dangerous Game" by Richard Connell Skills Lesson: Word Choice, Voice, and Tone Skills Lesson: Expository: Nonfiction Autobiography: from My Story by Rosa Parks Wartime Columns: Ernie Pyle Skills Lesson: Expository: Procedural Texts Cultural Diversity: Selected Articles and Essays Personal Accounts: Views from Space

Standard ID	Standard Text	Edgenuity Lesson Name
RI.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.	
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Reading Strategy Lesson: Locating Information and Text Structure
		Wartime Columns: Ernie Pyle
		Cultural Diversity: Selected Articles and Essays
		Personal Accounts: Views from Space
		Skills Lesson: The Art of Rhetoric
		Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson
		Reading Strategy Lesson: Organizational
		Speech: "We Shall Fight on the Beaches" by Winston Churchill
		Speech: "I Am Prepared to Die" by Nelson Mandela
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.	Autobiography: from Black Boy by Richard
		Autobiography: from My Story by Rosa Parks
		Personal Accounts: Views from Space
		Skills Lesson: The Art of Rhetoric
		Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson
		Reading Strategy Lesson: Organizational
		Speech: "We Shall Fight on the Beaches" by Winston Churchill
		Speech: "I Am Prepared to Die" by Nelson Mandela

Standard ID	Standard Text	Edgenuity Lesson Name
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.	Visual Text -Painting: Diego Rivera: Master Muralist Media Literacy: Defining and Comparing Media Autobiography: from My Story by Rosa Parks Wartime Columns: Ernie Pyle
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.	Autobiography: from My Story by Rosa Parks Wartime Columns: Ernie Pyle Personal Accounts: Views from Space Research: Finding and Evaluating Sources Skills Lesson: The Art of Rhetoric Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson Skills Lesson: Evaluating Arguments Nonfiction Text: War Propaganda Speech: "I Am Prepared to Die" by Nelson Mandela
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.	Autobiography: from My Story by Rosa Parks Wartime Columns: Ernie Pyle

Standard ID	Standard Text	Edgenuity Lesson Name
	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.	Visual Text -Painting: Diego Rivera: Master Muralist Autobiography: from Black Boy by Richard Skills Lesson: Expository: Nonfiction Autobiography: from My Story by Rosa Parks Wartime Columns: Ernie Pyle Skills Lesson: Expository: Procedural Texts Cultural Diversity: Selected Articles and Essays Personal Accounts: Views from Space Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson Speech: "We Shall Fight on the Beaches" by Winston Churchill Nonfiction Text: War Propaganda Speech: "I Am Prepared to Die" by Nelson Mandela

Standard ID	Standard Text	Edgenuity Lesson Name
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: Literary Analysis - "After Twenty Years" Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds
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: Literary Analysis - "After Twenty Years" Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	Edgenuity Lesson Name
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: Literary Analysis - "After Twenty Years"
		Writing: Poetry Analysis - "Remember" by Joy Harjo
		Writing: Research Paper - The Holocaust: Systems of Persecution
		Writing: Persuasive - A Global Language
		Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ?
		Writing: Persuasive - Advertising on School Grounds
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: Literary Analysis - "After Twenty Years"
		Writing: Poetry Analysis - "Remember" by Joy Harjo
		Writing: Research Paper - The Holocaust: Systems of Persecution
		Writing: Persuasive - A Global Language
		Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ?
		Writing: Persuasive - Advertising on School Grounds
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	
		Writing: Literary Analysis - "After Twenty Years"
		Writing: Poetry Analysis - "Remember" by Joy Harjo
		Writing: Research Paper - The Holocaust: Systems of Persecution
		Writing: Persuasive - A Global Language
		Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ?
		Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	Edgenuity Lesson Name
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.	
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.	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers
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.	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers
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.	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers
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.	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers
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: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers

Standard ID	Standard Text	Edgenuity Lesson Name
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.	
		Writing: Creative Narrative - Boy Reading
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: Creative Narrative - Boy Reading
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: Creative Narrative - Boy Reading
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: Creative Narrative - Boy Reading
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: Creative Narrative - Boy Reading
	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.	
		The Writing Process
		Writing: Informative - Comparing Marketing Messages
		Writing: Literary Analysis - "After Twenty Years"
		Writing: Creative Narrative - Boy Reading
		Writing: Poetry Analysis - "Remember" by Joy Harjo
		Writing: Research Paper - The Holocaust: Systems of Persecution
		Writing: Persuasive - A Global Language
		Writing: Process - Everyday Dangers
		Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet*?
		Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	Edgenuity Lesson Name
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.	The Writing Process Writing: Informative - Comparing Marketing Messages Writing: Literary Analysis - "After Twenty Years" Writing: Creative Narrative - Boy Reading Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Process - Everyday Dangers Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds
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.	The Writing Process Writing: Informative - Comparing Marketing Messages Writing: Literary Analysis - "After Twenty Years" Writing: Creative Narrative - Boy Reading Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Process - Everyday Dangers Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	Edgenuity Lesson Name
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.	The Roots of Research: Topic, Thesis, and Plan Writing: Research Paper - The Holocaust: Systems of Persecution
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.	
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.	The Roots of Research: Topic, Thesis, and Plan Research: Finding and Evaluating Sources Citations: In Others' Words Writing: Research Paper - The Holocaust: Systems of Persecution
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 - "After Twenty Years" Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ?
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").	Research: Finding and Evaluating Sources

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Writing	
W.CCR.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
		Writing: Informative - Comparing Marketing Messages Writing: Literary Analysis - "After Twenty Years" Writing: Creative Narrative - Boy Reading Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Process - Everyday Dangers Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds
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.	
		Communication: What is Communication? Electronic Communication: Discussion and Debate Techniques

Standard ID	Standard Text	Edgenuity Lesson Name
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.	21st Century Skills: Create a Project Plan Communication: What is Communication? 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.	Communication: What is Communication? Electronic Communication: Discussion and Debate Techniques
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.	Communication: What is Communication? Electronic Communication: Discussion and Debate Techniques Electronic Communication: Smart Netiquette
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.	Communication: Poetry Presentations Media Literacy: Visual and Design Elements in Newspapers Communication: What is Communication? Media Literacy: Defining and Comparing Media Media Literacy: Media Bias and the Power of Language Media Literacy: Ad Techniques Media Literacy: Film Direction and Cinematography Research: Finding and Evaluating Sources

Standard ID	Standard Text	Edgenuity Lesson Name
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.	Communication: Poetry Presentations Media Literacy: Defining and Comparing Media Media Literacy: Media Bias and the Power of Language Media Literacy: Ad Techniques
SL.CCR.4	Presentation of Knowledge and Ideas 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.	Communication: Poetry Presentations 21st Century Skills: Create a Project Plan Communication: What is Communication? The Roots of Research: Topic, Thesis, and Plan Research: Finding and Evaluating Sources Citations: In Others' Words
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.	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.	Communication: Poetry Presentations Communication: What is Communication? Electronic Communication: Discussion and Debate Techniques

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: Parallel Structure
		Grammar: Sentence Structure
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: Adverb Clauses
		Grammar: Prepositional Phrases
		Grammar: Verbs Types - Action, Linking, and Auxiliary
		Grammar: Verb Forms - Gerunds, Participles, and Infinitives
		Grammar: Nouns
		Grammar: Modifiers
		Grammar: Phrases and Clauses
		Grammar: Sentence Structure
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: Fragments, Run-ons, and Comma Splices
		Grammar: Sentence Structure
L.9-10.2.b	Use a colon to introduce a list or quotation.	
		Grammar: Punctuation
		Grammar: Say It Again: Quotation Marks
L.9-10.2.c	Spell correctly.	
		Grammar: Commonly Confused Words
		Grammar: Worldly Words: English as a Multicultural Language

Standard ID	Standard Text	Edgenuity Lesson Name
	Knowledge of Language	
L.CCR.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	Citations: In Others' Words Writing: Research Paper - The Holocaust: Systems of Persecution
	Vocabulary Acquisition and Use	
L.CCR.4	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.	
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	
L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Short Story: "The Necklace" by Guy de Maupassant Short Story: "The Cask of Amontillado" by Edgar Allan Poe Short Story: "A Christmas Memory" by Truman Capote Fairy Tale: Godfather Death Short Story: "Marigolds" by Eugenia Collier Short Story: "Daughter of Invention" by Julia Alvarez Grammar: Worldly Words: English as a Multicultural Language
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).	Grammar: Word Study Grammar: Greek Roots and Affixes

Standard ID	Standard Text	Edgenuity Lesson Name
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.	
		Grammar: Word Study
		Short Story: "The Red-headed League" by Arthur Conan Doyle
		Autobiography: from Black Boy by Richard
		Grammar: Worldly Words: English as a Multicultural Language
		Grammar: Greek Roots and Affixes
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).	
		Grammar: Connotations vs. Denotations
		Grammar: Word Study
		Short Story: "The Red-headed League" by Arthur Conan Doyle
		Short Story: "The Cask of Amontillado" by Edgar Allan Poe
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.	
		Romeo and Juliet, 1.1-1.2
		Romeo and Juliet, 3.1-3.2
		Romeo and Juliet, Act 4
L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.	
		Grammar: Connotations vs. Denotations
		Short Story: "The Most Dangerous Game" by Richard Connell
		Short Story: "Marigolds" by Eugenia Collier

Standard ID	Standard Text	Edgenuity Lesson Name
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.	
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.	Short Story: "The Red-headed League" by Arthur Conan Doyle Autobiography: from Black Boy by Richard Wright Grammar: Worldly Words: English as a Multicultural Language
WHST	**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.	
WHST.9-10.1	Write arguments focused on discipline-specific content.	
WHST.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 the claim(s), counterclaims, reasons, and evidence.	Writing: Persuasive - A Global Language
WHST.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge	Writing: Persuasive - A Global Language
WHST.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 - A Global Language
WHST.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 - A Global Language
WHST.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.	Writing: Persuasive - A Global Language