

**Houghton Mifflin Harcourt
Collections Grade 9 ©2015**

correlated to the

**Indiana Academic Standards
English/Language Arts Grades 9-10**

Standards	Page References (TE in BOLD)
READING	
READING: <i>Fiction</i>	
RL.1	LEARNING OUTCOME FOR READING LITERATURE Read and comprehend a variety of literature independently and proficiently
9-10.RL.1	<p>Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.</p> <p>APPLICATION Student Edition/Teacher’s Edition: 89–94, 89A, 89–94, 103–120, 103A, 103–120, 177A, 181–280, 181–280, 339–348, 339A, 339–348, 351–354, 351A, 351–354, 365A, 369–418, 369–418</p> <p>Close Reader/Teacher’s Edition: 39–52, 122b–122k, 63–74, 282b–282i, 91–94, 354b–354e, 97–112, 420b–420k</p>

Standards		Page References (TE in BOLD)
RL.2	<p>RL.2: KEY IDEAS AND TEXTUAL SUPPORT Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas</p>	
9-10.RL.2.1	<p>Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.</p>	<p>INSTRUCTION Student Edition/Teacher’s Edition: 11, 13, 14, 15, 17, 17, 20a, 33, 34, 35, 105, 106, 109, 110, 111, 118, 119, 119, 135, 148, 175, 185, 189, 195, 196, 198, 202, 210, 215, 219, 220, 239, 245, 273, 339, 340, 341, 345, 347, 347, 350a, 387, 389, 404</p> <p>APPLICATION Student Edition/Teacher’s Edition 11–16, 11–16, 20a, 33–35, 33–35, 103–118, 103–118, 149–150, 149–150, 173–175, 173–175, 181–205, 181–205, 207–226, 207–226, 228–251, 228–251, 253–264, 253–264, 266–278, 266–278, 283–287, 283–287, 339–346, 339–346, 350a, 369–398, 369–398, 401–416, 401–416</p> <p>Close Reader/Teacher’s Edition: 9–18, 20b–20i, 29–36, 96b–96g, 39–52, 122b–122k, 57–60, 150b–150e, 63–74, 282b–282i, 91–94, 354b–354e, 97–112, 420b–420k</p> <p>ASSESSMENT Student Edition/Teacher’s Edition 18, 18, 36, 36, 94, 94, 120, 120, 138, 138, 150, 150, 176, 176, 227, 227, 252, 252, 280, 280, 288, 288, 348, 348, 354, 354, 399, 399, 418, 418, 444, 444</p>

Standards		Page References (TE in BOLD)
9-10.RL.2.2	Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 11, 12, 13, 14, 15, 17, 17, 33, 35, 105, 106, 109, 110, 111, 118, 119, 119, 122a, 174, 214, 278, 287, 294, 300a, 339, 340, 341, 343, 344, 345, 347, 347, 350a, 352, 354a, 384, 395, 414</p> <p>APPLICATION Student Edition/Teacher’s Edition: 11–16, 11–16, 20a, 33–35, 33–35, 103–118, 103–118, 122a, 173–175, 173–175, 181–205, 207–226, 207–226, 228–251, 228–251, 253–264, 253–264, 266–278, 266–278, 289–296, 289–296, 300a, 339–346, 339–346, 350a, 354a</p> <p>Close Reader/Teacher’s Edition: 9–18, 20b–20i, 39–52, 122b–122k</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 18, 18, 36, 36, 36a, 94, 94, 120, 120, 138, 138, 176, 176, 206, 206, 227, 227, 252, 252, 265, 265, 280, 280, 288, 288, 298, 298, 348, 348, 354, 354, 399, 399, 418, 418, 444, 444</p>

Standards		Page References (TE in BOLD)
9-10.RL.2.3:	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 90, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 117, 119, 119, 122a, 177–180, 177–180, 185, 187, 188, 193, 194, 196, 199, 205, 208, 209, 211, 213, 214, 215, 217, 219, 222, 228, 229, 230, 231, 233, 236, 237, 238, 239, 241, 246, 248, 249, 250, 253, 254, 255, 258, 259, 262, 267, 269, 270, 271, 272, 273, 274, 276, 277, 279, 279, 282a, 291, 294, 350a, 365–368, 365–368, 371, 372, 373, 374, 375, 376, 377, 379, 381, 383, 390, 391, 394, 395, 396, 397, 399, 399, 402, 403, 405, 410, 420a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 103–118, 103–118, 122a, 181–205, 207–226, 207–226, 228–251, 228–251, 253–264, 253–264, 266–278, 266–278, 282a, 350a, 369–398, 369–398, 401–416, 401–416, 420a</p> <p>Close Reader/Teacher’s Edition: 9–18, 20b–20i, 29–36, 96b–96g, 39–52, 122b–122k, 63–74, 282b–282i, 97–12, 420b–420k</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 94, 94, 120, 120, 206, 206, 227, 227, 252, 252, 265, 265, 280, 280, 288, 288, 298, 298, 348, 348, 399, 399, 418, 418</p>

Standards		Page References (TE in BOLD)
9-10.RL.2.4	Students are expected to build upon and continue applying concepts learned previously.	<p>APPLICATION Student Edition/Teacher’s Edition 11–16, 11–16, 20a, 33–35, 33–35, 103–118, 103–118, 149–150, 149–150, 173–175, 173–175, 181–205, 181– 205, 207–226, 207–226, 228–251, 228–251, 253–264, 253–264, 266–278, 266–278, 283–287, 283–287, 339– 346, 339–346, 350a, 369–398, 369–398, 401–416, 401– 416</p> <p>Close Reader/Teacher’s Edition: 9–18, 20b–20i, 29–36, 96b–96g, 39–52, 122b–122k, 57– 60, 150b–150e, 63–74, 282b–282i, 91–94, 354b–354e, 97–112, 420b–420k</p> <p>ASSESSMENT Student Edition/Teacher’s Edition 18, 18, 36, 36, 94, 94, 120, 120, 138, 138, 150, 150, 176, 176, 227, 227, 252, 252, 280, 280, 288, 288, 348, 348, 354, 354, 399, 399, 418, 418, 444, 444</p>

Standards		Page References (TE in BOLD)
RL.3	RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build comprehension and appreciation of literature, using knowledge of literary structure and point of view	
9-10.RL.3.1	Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	INSTRUCTION 12, 13, 16, 17, 17, 89, 90, 91, 92, 93, 93, 96a, 113, 116, 177–180, 177–180, 183, 184, 186, 189, 190, 191, 192, 193, 200, 201, 203, 204, 207, 208, 210, 211, 216, 217, 220, 221, 228, 229, 232, 233, 234, 235, 238, 240, 242, 243, 244, 245, 246, 249, 251, 256, 257, 260, 261, 264, 266, 267, 268, 269, 272, 275, 279, 279, 285, 289, 292, 293, 294, 296, 297, 297, 300b, 340, 341, 342, 344, 346, 347, 347, 365–368, 365–368, 371, 373, 375, 376, 377, 378, 381, 382, 384, 385, 386, 387, 388, 392, 393, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 417, 417, 420a, 442, 444a APPLICATION Student Edition/Teacher’s Edition: 11–16, 11–16, 89–92, 89–92, 96a, 181–205, 207–226, 207–226, 228–251, 228–251, 253–264, 253–264, 266–278, 266–278, 289–296, 289–296, 300b, 339–346, 339–346, 369–398, 369–398, 401–416, 401–416, 420a, 444a Close Reader/Teacher’s Edition: 29–36, 96b–96g, 39–52, 122b–122k, 63–74, 282b–282i ASSESSMENT Student Edition/Teacher’s Edition: 18, 18, 94, 94, 206, 206, 227, 227, 252, 252, 265, 265, 280, 280, 288, 288, 298, 298, 348, 348, 418, 418, 444, 444

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9-10.RL.3.2	Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	<p>INSTRUCTION Student Edition/Teacher’s Edition: 12, 15, 18, 18, 89, 91, 93, 93, 96a, 133, 135, 136, 137, 137, 354, 354, 365–368, 365–368, 371, 373, 375, 376, 377, 378, 381, 382, 384, 385, 386, 387, 388, 392, 393, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 417, 417, 420a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 11–16, 11–16, 89–92, 89–92, 96a, 133–136, 133–136, 351–352, 351–352, 369–398, 369–398, 401–416, 401–416, 420a</p> <p>Close Reader/Teacher’s Edition: 29–6, 96b–96g, 57–60, 150b–150e</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 18, 18, 94, 94, 138, 138, 354, 354, 418, 418</p>
RL.4	<p>SYNTHESIS AND CONNECTION OF IDEAS Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning</p>	
9-10.RL.4.1	Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 33, 34, 35, 36, 36, 173, 198, 215, 225, 245, 300b, 369</p> <p>APPLICATION Student Edition/Teacher’s Edition: 33–35, 33–35, 300b, 369–398, 369–398, 401–416, 401–416</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 36, 36</p>

Standards		Page References (TE in BOLD)
9-10.RL.4.2:	Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 173, 175, 176, 176, 283, 284, 285, 286, 287, 288, 288, 289, 290, 292, 293, 296, 297, 297</p> <p>APPLICATION Student Edition/Teacher’s Edition: 173–175, 173–175, 176a, 283–287, 283–287, 289–296, 289–296</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 176, 176, 288, 288, 298, 298</p>
READING: Nonfiction		
RN.1	LEARNING OUTCOME FOR READING NONFICTION Read and comprehend a variety of nonfiction independently and proficiently	
9-10.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<p>APPLICATION Student Edition/Teacher’s Edition: 3–8, 3A, 3–8, 27–30, 27A, 27–30, 47–53, 47A, 47–53, 123–130, 123A, 123–130, 317–322, 317A, 317–322, 421–430, 421A, 421–430, 433–438, 433A, 433–438</p> <p>Close Reader/Teacher’s Edition: 3–8, 10b–10g, 25–28, 72b–72e, 85–90, 324b–324g, 113–120, 432b–432g</p>

Standards		Page References (TE in BOLD)
RN.2	KEY IDEAS AND TEXTUAL SUPPORT Extract and construct meaning from nonfiction texts using a range of comprehension skills	
9-10.RN.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	INSTRUCTION Student Edition/Teacher’s Edition: 3, 4, 22, 23, 25, 25, 26a, 27, 28, 123, 124, 125, 126, 141, 142, 143, 166, 168, 169, 307, 308, 325, 327, 328, 329, 330, 333, 334, 335, 335, 338a, 421, 422, 423, 424, 426, 427, 428, 429, 429, 432a APPLICATION Student Edition/Teacher’s Edition: 3–6, 3–6, 21–24, 21–24, 26a, 47–51, 47–51, 123–128, 123–128, 307–312, 307–312, 325–334, 325–334, 338a, 421–428, 421–428, 432a, 433–436, 433–436 Close Reader/Teacher’s Edition: 3–8, 10b–10g, 19–22, 32b–32e, 25–28, 72b–72e, 53–56, 132b–132e, 77–84, 316b–316g, 85–90, 324b–324g, 113–120, 432b–432g ASSESSMENT Student Edition/Teacher’s Edition: 8, 8, 25, 25, 30, 30, 53, 53, 69, 69, 72, 72, 78, 78, 86, 86, 130, 130, 144, 144, 170, 170, 314, 314, 336, 336, 430, 430, 438, 438

Standards		Page References (TE in BOLD)
9-10.RN.2.2	Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 22, 23, 24, 25, 25, 26a, 88a, 168, 172a, 326, 327, 328, 329, 331, 333, 334, 335, 335, 338a, 422, 423, 425, 426, 427, 428, 429, 429</p> <p>APPLICATION Student Edition/Teacher’s Edition: 21–24, 21–24, 26a, 47–51, 47–51, 88a, 163–168, 163–168, 172a, 325–334, 325–334, 338a, 421–428, 421–428</p> <p>Close Reader/Teacher’s Edition: 3–8, 10b–10g, 113–120, 432b–432g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 25, 25, 53, 53, 69, 69, 86, 86, 152, 152, 170, 170, 314, 314, 322, 322, 336, 336, 430, 430, 438, 438</p>

Standards		Page References (TE in BOLD)
9-10.RN.2.3	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>INSTRUCTION Student Edition/Teacher’s Edition: 55, 56, 57, 59, 60, 63, 64, 65, 67, 68, 69, 69, 72a, 73, 74, 75, 76, 77, 77, 80a, 141, 142, 143, 144, 144, 146a, 163, 164, 166, 169, 169, 172a, 325, 326, 327, 328, 330, 332, 333, 334, 335, 335, 421, 422, 423, 424, 425, 426, 427, 428, 429, 429, 432a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 55–68, 55–68, 72a, 73–76, 73–76, 80a, 141–143, 141–143, 146a, 163–168, 163–168, 172a, 325–334, 325–334, 421–428, 421–428, 432a</p> <p>Close Reader/Teacher’s Edition: 25–28, 72b–72e, 85–90, 324b–324g, 113–120, 432b–432g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 53, 53, 69, 69, 72, 72, 78, 78, 144, 144, 170, 170, 336, 336, 430, 430, 438, 438</p>

Standards		Page References (TE in BOLD)
RN.3	STRUCTURAL ELEMENTS AND ORGANIZATION Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message	
9-10.RN.3.1	Students are expected to build upon and continue applying concepts learned previously.	APPLICATION Student Edition/Teacher’s Edition: 3–6, 3–6 , 21–24, 21–24 , 26a , 47–51, 47–51 , 123–128, 123–128 , 307–312, 307–312 , 325–334, 325–334 , 338a , 421–428, 421–428 , 432a , 433–436, 433–436 Close Reader/Teacher’s Edition: 3–8, 10b–10g , 19–22, 32b–32e , 25–28, 72b–72e , 53–56, 132b–132e , 77–84, 316b–316g , 85–90, 324b–324g , 113–120, 432b–432g ASSESSMENT Student Edition/Teacher’s Edition: 8, 8 , 25, 25 , 30, 30 , 53, 53 , 69, 69 , 72, 72 , 78, 78 , 86, 86 , 130, 130 , 144, 144 , 170, 170 , 314, 314 , 336, 336 , 430, 430 , 438, 438

Standards		Page References (TE in BOLD)
9-10.RN.3.2	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 3, 5, 6, 7, 7, 123, 125, 126, 127, 129, 129, 132a, 151, 164, 325, 326, 327, 328, 330, 332, 333, 334, 335, 335, R16–R21</p> <p>APPLICATION Student Edition/Teacher’s Edition: 3–6, 3–6, 123–128, 123–128, 132a, 151–152, 151–152, 325–334, 325–334, R16, R16, R21, R21</p> <p>Close Reader/Teacher’s Edition: 3–8, 10b–10g, 19–22, 32b–32e, 53–56, 132b–132e</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 8, 8, 53, 53, 69, 69, 130, 130, 152, 152, 170, 170, 314, 314, 336, 336, 430, 430, 438, 438</p>

Standards		Page References (TE in BOLD)
9-10.RN.3.3	Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 4, 6, 21, 23, 24, 27, 28, 29, 29, 48, 49, 50, 51, 52, 52, 61, 81, 82, 83, 84, 85, 85, 88a, 151, 151, 152, 152, 152b, 307, 308, 309, 310, 311, 312, 313, 313, 316a, 319, 424, 436, R16–R21, R16–R21</p> <p>APPLICATION Student Edition/Teacher’s Edition: 27–28, 27–28, 47–51, 47–51, 81–84, 81–84, 88a, 151–152, 151–152, 152b, 307–312, 307–312, 316a, , R17, R17, R21, R21</p> <p>Close Reader/Teacher’s Edition: 19–22, 32b–32e, 25–28, 72b–72e, 77–84, 316b–316g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 8, 8, 25, 25, 30, 30, 53, 53, 86, 86, 151, 151, 152, 152, 314, 314, 336, 336, 438, 438</p>

Standards		Page References (TE in BOLD)
RN.4:	SYNTHESIS AND CONNECTION OF IDEAS Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas	
9-10.RN.4.1:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 3, 4, 5, 6, 7, 7, 10a, 123, 125, 126, 127, 129, 129, 132a, 317, 318, 319, 320, 321, 321, 324a, 433, 434, 435, 436, 437, 437, 440a, R16–R21</p> <p>APPLICATION Student Edition/Teacher’s Edition: 3–6, 3–6, 10a, 123–128, 123–128, 132a, 317–320, 317–320, 324a, 433–436, 433–436, 440a, R16, R16, R18, R18, R20, R20, R21, R21</p> <p>Close Reader/Teacher’s Edition: 3–8, 10b–10g, 53–56, 132b–132e, 85–90, 324b–324g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 8, 8, 130, 130, 322, 322, 438, 438</p>
9-10.RN.4.2	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.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 47, 71, 71, 72, 72, 81, 82, 85, 85, 181, 181</p> <p>APPLICATION Student Edition/Teacher’s Edition: 55–68, 55–68, 71–72, 71–72, 81–84, 81–84, 181, 181</p> <p>Close Reader/Teacher’s Edition: 432g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 72, 72, 86, 86</p>

Standards		Page References (TE in BOLD)
9-10.RN.4.3	Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 27, 28, 29, 29, 48, 49, 51, 52, 52</p> <p>APPLICATION Student Edition/Teacher’s Edition: 27–28, 27–28, 47–51, 47–51</p> <p>Close Reader/Teacher’s Edition: 25–28, 72b–72e</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 30, 30, 53, 53</p>
READING: Vocabulary		
RV.1	LEARNING OUTCOME FOR READING VOCABULARY Acquire, refine, and apply vocabulary using various strategies and sources	
9-10.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 2, 2, 5, 13, 22, 31, 34, 37, 37, 41, 41, 46, 46, 50, 57, 60, 66, 74, 79, 79, 83, 91, 97, 97, 102, 102, 109, 112, 118, 134, 142, 148, 153, 153, 157, 157, 162, 162, 165, 175, 182, 211, 237, 258, 275, 286, 290, 295, 301, 301, 306, 306, 309, 319, 326, 341, 355, 355, 359, 359, 364, 364, 376, 389, 412, 422, 426, 434, 442, 446, 446, R48–R53</p>
RV.2	RV.2: VOCABULARY BUILDING Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	
9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	<p>INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 31, 31, 139, 139, 171, 171, 299, 299, 337, 337, R48</p>

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9-10.RV.2.2	Students are expected to build upon and continue applying concepts learned previously.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 31, 34, 37, 37, 41, 41, 46, 46, 50, 57, 60, 66, 74, 79, 79, 83, 91, 97, 97, 102, 102, 109, 112, 118, 134, 142, 148, 153, 153, 157, 157, 162, 162, 165, 175, 182, 211, 237, 258, 275, 286, 290, 295, 301, 301, 306, 306, 309, 319, 326, 341, 355, 355, 359, 359, 364, 364, 376, 389, 412, 422, 426, 434, 442, 446, 446
9-10.RV.2.3	Analyze nuances in the meaning of words with similar denotations.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 26, 26, 87, 87, 121, 121, 323, 323, 431, 431, R48, R51
9-10.RV.2.4	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 9, 9, 95, 95, 121, 121, 145, 145, R48, R49–R50
9-10.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 19, 19, 70, 70, 79, 79, 131, 131, 171, 171, 315, 315, 323, 323, 349, 349, 400, 400, 419, 419, 439, 439, R48, R52

Standards		Page References (TE in BOLD)
RV.3	RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings	
9-10.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	INSTRUCTION Student Edition/Teacher’s Edition: 14, 34, 35, 36a, 90, 108, 117, 133, 134, 137, 137, 140a, 148, 149, 149, 150a, 174, 175, 176a, 177–180, 177–180, 183, 186, 197, 200, 201, 203, 204, 207, 212, 216, 218, 223, 231, 234, 236, 247, 253, 261, 263, 268, 284, 286, 289, 342, 351, 352, 353, 353, 354a, 365–368, 365–368, 374, 378, 380, 386, 393, 407, 415, 417, 417, 442, 443, 443, 444a, R48, R49, R51 APPLICATION Student Edition/Teacher’s Edition: 33–35, 33–35, 36a, 133–136, 133–136, 140a, 147–148, 147–148, 150a, 176a, 181–205, 207–226, 207–226, 228–251, 228–251, 253–264, 253–264, 266–278, 266–278, 351–352, 351–352, 354a, 441–442, 441–442, 444a Close Reader/Teacher’s Edition: 9–18, 20b–20i, 57–60, 150b–150e, 63–74, 282b–282i, 91–94, 354b–354e, 97–112, 420b–420k ASSESSMENT Student Edition/Teacher’s Edition: 36, 36, 94, 94, 138, 138, 150, 150, 206, 206, 227, 227, 252, 252, 265, 265, 354, 354, 418, 418, 444, 444

Standards		Page References (TE in BOLD)
9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<p>INSTRUCTION Student Edition/Teacher’s Edition: 5, 6, 21, 23, 26a, 55, 56, 57, 58, 60, 61, 62, 63, 64, 65, 66, 67, 68, 73, 74, 75, 77, 77, 123, 124, 125, 126, 127, 128, 129, 129, 141, 142, 146a, 163, 164, 165, 167, 169, 169, 307, 308, 309, 310, 311, 313, 313, 320, 329, 330, 331, 434, 436, 440a, R48, R49, R51, R52</p> <p>APPLICATION Student Edition/Teacher’s Edition: 26a, 54, 54, 73–76, 73–76, 123–128, 123–128, 146a, 163–168, 163–168, 307–312, 307–312, 440a</p> <p>Close Reader/Teacher’s Edition: 53–56, 132b–132e, 77–84, 316b–316g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 8, 8, 25, 25, 53, 53, 69, 69, 78, 78, 130, 130, 144, 144, 170, 170, 314, 314, 336, 336</p>
9-10.RV.3.3	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<p>INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 148, 149, 149, 150, 150, 150a, 175, 183, 186, 197, 236, 245, 281, 281, 353, 353, 354, 354, 354a, 374, 378, 380, 386, 393, 407, 408, 413, 415, 417, 417, 418, 418, 443, 443, 444, 444, R48–R49</p>

Standards	Page References (TE in BOLD)
WRITING	
W.1	LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences
9-10.W.1:	<p>Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing as a Process • Task, Purpose, and Audience</p> <p>Writing Arguments</p> <p>Writing Informative Texts</p> <p>Writing Narratives</p> <p>Using Textual Evidence</p> <p>Student Edition/Teacher’s Edition: 41–44, 41–44, 97–100, 97–100, 153–156, 153–156, 301–304, 301–304, 355–358, 355–358, 445–448, 445–448</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 8, 8, 18, 18, 41–44, 41–44, 53, 53, 72, 72, 78, 78, 86, 86, 94, 94, 97–100, 97–100, 120, 120, 138, 138, 152, 152, 153–156, 153–156, 170, 170, 176, 176, 252, 252, 265, 265, 280, 280, 288, 288, 298, 298, 301–304, 314, 314, 336, 336, 354, 354, 355–358, 355–358, 418, 418, 430, 430, 438, 438, 445–448, 445–448</p>

Standards		Page References (TE in BOLD)
W.2	HANDWRITING Demonstrate the ability to write legibly	
9-10.W.2	Students are expected to build upon and continue applying concepts learned previously.	APPLICATION Student Edition/Teacher’s Edition: 43, 43 , 99, 99 , 155, 155 , 303, 303 , 357, 357 , 447, 447
W.3	WRITING GENRES: Develop and refine writing skills by writing for different purposes and to specific audiences or people	
9-10.W.3.1	Write arguments in a variety of forms that –	
9-10.W.3.1.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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments • What Is a Claim? • Creating a Coherent Argument Student Edition/Teacher’s Edition: 97–101, 97–101 , 355–358, 355–358 , R2–R3 ASSESSMENT Student Edition/Teacher’s Edition: 8, 8 , 97–101, 97–101 , 355–358, 355–358
9-10.W.3.1.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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments • Support: Reasons and Evidence • Building Effective Support Student Edition/Teacher’s Edition: 97–101, 97–101 , 355–358, 355–358 , R2–R3 ASSESSMENT Student Edition/Teacher’s Edition: 8, 8 , 97–101, 97–101 , 355–358, 355–358

Standards		Page References (TE in BOLD)
9-10.W.3.1.c	Use effective transitions 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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments • Creating a Coherent Argument Student Edition/Teacher’s Edition: 97–101, 97–101 , 355–358, 355–358 , R2–R3 ASSESSMENT Student Edition/Teacher’s Edition: 97–101, 97–101 , 355–358, 355–358
9-10.W.3.1.d	Establish and maintain a consistent style and tone appropriate to purpose and audience.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments • Formal Style Student Edition/Teacher’s Edition: 97–101, 97–101 , 355–358, 355–358 , R2–R3 ASSESSMENT Student Edition/Teacher’s Edition: 97–101, 97–101 , 355–358, 355–358
9-10.W.3.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments • Concluding Your Argument Student Edition/Teacher’s Edition: 97–101, 97–101 , 355–358, 355–358 , R2–R3 ASSESSMENT Student Edition/Teacher’s Edition: 97–101, 97–101 , 355–358, 355–358

Standards		Page References (TE in BOLD)
9-10.W.3.2	Write informative compositions on a variety of topics that –	
9-10.W.3.2.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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Developing a Topic • Organizing Ideas • Introductions and Conclusions • Using Graphics and Multimedia Student Edition/Teacher’s Edition: 41–44, 41–44 , 301–304, 301–304 , 445–448, 445–448 , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher’s Edition: 41–44, 41–44 , 301–304, 301–304 , 445–448, 445–448
9-10.W.3.2.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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Elaboration Student Edition/Teacher’s Edition: 41–44, 41–44 , 301–304, 301–304 , 445–448, 445–448 , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher’s Edition: 41–44, 41–44 , 78, 78 , 301–304, 301–304 , 445–448, 445–448

Standards		Page References (TE in BOLD)
9-10.W.3.2.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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts • Organizing Ideas Student Edition/Teacher’s Edition: 41–44, 41–44 , 301–304, 301–304 , 445–448, 445–448 , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher’s Edition: 41–44, 41–44 , 301–304, 301–304 , 445–448, 445–448
9-10.W.3.2.d	Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts • Precise Language and Vocabulary Student Edition/Teacher’s Edition: 41–44, 41–44 , 301–304, 301–304 , 445–448, 445–448 , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher’s Edition: 41–44, 41–44 , 301–304, 301–304 , 445–448, 445–448

Standards		Page References (TE in BOLD)
9-10.W.3.2.e	Establish and maintain a style appropriate to the purpose and audience.	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts • Formal Style</p> <p>Student Edition/Teacher’s Edition: 41–44, 41–44, 301–304, 301–304, 445–448, 445–448, R4–R5, R8–R11</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 41–44, 41–44, 301–304, 301–304, 445–448, 445–448</p>
9-10.W.3.2.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).	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts • Introductions and Conclusions</p> <p>Student Edition/Teacher’s Edition: 41–44, 41–44, 301–304, 301–304, 445–448, 445–448, R4–R5, R8–R11</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 41–44, 41–44, 301–304, 301–304, 445–448, 445–448</p>

Standards		Page References (TE in BOLD)
9-10.W.3.3	Write narrative compositions in a variety of forms that –	
9-10.W.3.3.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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Context • Point of View and Characters • Narrative Structure Student Edition/Teacher’s Edition: 153–156, 153–156 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 153–156, 153–156 , 418, 418
9-10.W.3.3.b	Create a smooth progression of experiences or events.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure Student Edition/Teacher’s Edition: 153–156, 153–156 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 153–156, 153–156

Standards		Page References (TE in BOLD)
9-10.W.3.3.c	Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure • Narrative Techniques • The Language of Narrative Student Edition/Teacher’s Edition: 153–156, 153–156 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 153–156, 153–156
9-10.W.3.3.d	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure Student Edition/Teacher’s Edition: 153–156, 153–156 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 153–156, 153–156
9-10.W.3.3.e	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative Student Edition/Teacher’s Edition: 72a , 153–156, 153–156 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 138, 138 , 153–156, 153–156 , 418, 418

Standards		Page References (TE in BOLD)
9-10.W.3.3.f	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure Student Edition/Teacher’s Edition: 153–156, 153–156 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 153–156, 153–156
W.4	THE WRITING PROCESS Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others	
9-10.W.4	Apply the writing process to –	
9-10.W.4.a	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Introduction • Task, Purpose, and Audience • Planning and Drafting • Revising and Editing • Trying a New Approach Student Edition/Teacher’s Edition: 41–44, 41–44 , 97–100, 97–100 , 153–156, 153–156 , 301–304, 301–304 , 355–358, 355–358 , 445–448, 445–448 ASSESSMENT Student Edition/Teacher’s Edition: 41–44, 41–44 , 97–100, 97–100 , 153–156, 153–156 , 301–304, 301–304 , 355–358, 355–358 , 445–448, 445–448

Standards		Page References (TE in BOLD)
9-10.W.4.b	Use technology to generate, 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 (e.g., use of publishing programs, integration of multimedia).	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Producing and Publishing with Technology</p> <ul style="list-style-type: none"> • Introduction • Writing for the Internet • Interacting with Your Online Audience • Using Technology to Collaborate <p>Student Edition/Teacher’s Edition: 37–40, 37–40, 41–44, 41–44, 97–100, 97–100, 152a, 153–156, 153–156, 157–160, 157–160, 301–304, 301–304, 355–358, 355–358, 445–448, 445–448</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 37–40, 37–40, 41–44, 41–44, 86, 86, 97–100, 97–100, 152, 152, 153–156, 153–156, 157–160, 157–160, 171, 171, 176, 176, 301–304, 301–304, 355–358, 355–358, 445–448, 445–448</p>

Standards		Page References (TE in BOLD)
W.5	THE RESEARCH PROCESS Build knowledge about the research process and the topic under study by conducting research	
9-10.W.5	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Introduction • Starting Your Research • Refocusing Your Inquiry Using Textual Evidence <ul style="list-style-type: none"> • Synthesizing Information Student Edition/Teacher’s Edition: 80a, 96a, 152a, 152b, 445–448, 445–448, R8–R11 ASSESSMENT Student Edition/Teacher’s Edition: 78, 78, 445–448, 445–448
9-10.W.5.a	Formulate an inquiry question, and refine and narrow the focus as research evolves.	APPLICATION Student Edition/Teacher’s Edition: 80a, 96a, 152a, 152b, 445–448, 445–448, R8 ASSESSMENT Student Edition/Teacher’s Edition: 78, 78, 445–448, 445–448

Standards		Page References (TE in BOLD)
9-10.W.5.b	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Conducting Research</p> <ul style="list-style-type: none"> • Types of Sources • Using the Library for Research • Using the Internet for Research <p>Evaluating Sources</p> <ul style="list-style-type: none"> • Introduction • Evaluating Sources for Usefulness • Evaluating Sources for Reliability <p>Student Edition/Teacher’s Edition: 80a, 96a, 445–448, 445–448, R8–R11</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 78, 78, 445–448, 445–448</p>
9-10.W.5.c	Assess the usefulness of each source in answering the research question.	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Evaluating Sources</p> <ul style="list-style-type: none"> • Introduction • Evaluating Sources for Usefulness • Evaluating Sources for Reliability <p>Student Edition/Teacher’s Edition: 80a, 96a, 445–448, 445–448, R8–R11</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 78, 78, 445–448, 445–448</p>

Standards		Page References (TE in BOLD)
9-10.W.5.d	Synthesize and integrate information into the text selectively to maintain the flow of ideas.	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts • Elaboration</p> <p>Conducting Research • Taking Notes</p> <p>Using Textual Evidence • Introduction • Synthesizing Information • Summarizing, Paraphrasing, and Quoting</p> <p>Student Edition/Teacher’s Edition: 41–44, 41–44, 97–100, 97–100, 153–156, 153–156, 301–304, 301–304, 355–358, 355–358, 445–448, 445–448</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 41–44, 41–44, 94, 94, 97–100, 97–100, 153–156, 153–156, 288, 288, 301–304, 301–304, 354, 354, 355–358, 355–358, 445–448, 445–448</p>
9-10.W.5.e	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.	<p>APPLICATION Student Edition/Teacher’s Edition: 80a, 96a, 152a, 152b, 445–448, 445–448, R9-R11</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 78, 78, 445–448, 445–448</p>

Standards		Page References (TE in BOLD)
9-10.W.5.f	Present information, choosing from a variety of formats.	APPLICATION Student Edition/Teacher’s Edition: 80a, 96a, 152a, 152b, 445–448, 445–448 ASSESSMENT Student Edition/Teacher’s Edition: 78, 78, 445–448, 445–448
W.6	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English	
9-10.W.6.1	Demonstrate command of English grammar and usage, focusing on:	
9-10.W.6.1a	Pronouns – Students are expected to build upon and continue applying conventions learned previously.	APPLICATION Student Edition/Teacher’s Edition: 42-43, 42-43 , 99, 99 , 155, 155 , 303, 303 , 357, 357 , 447, 447 , R29-R32
9-10.W.6.1b	Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	APPLICATION Student Edition/Teacher’s Edition: 42-43, 42-43 , 99, 99 , 155, 155 , 303, 303 , 357, 357 , 447, 447 , R32-R34
9-10.W.6.1c	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.	APPLICATION Student Edition/Teacher’s Edition: 42-43, 42-43 , 99, 99 , 155, 155 , 303, 303 , 357, 357 , 447, 447 , R34-R37
9-10.W.6.1d	Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.	APPLICATION Student Edition/Teacher’s Edition: 42-43, 42-43 , 99, 99 , 155, 155 , 303, 303 , 357, 357 , 447, 447 , R38-R43
9-10.W.6.1e	Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	APPLICATION Student Edition/Teacher’s Edition: 42-43, 42-43 , 99, 99 , 155, 155 , 303, 303 , 357, 357 , 447, 447 , R44

Standards		Page References (TE in BOLD)
9-10.W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
9-10.W.6.2a:	Capitalization – Students are expected to build upon and continue applying conventions learned previously.	APPLICATION Student Edition/Teacher’s Edition: 42-43, 42-43 , 99, 99 , 155, 155 , 303, 303 , 357, 357 , 447, 447 , R27-R28
9-10.W.6.2b	Punctuation – <ul style="list-style-type: none"> Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. 	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 96, 96 , 338, 338 , R22, R26, R41, R41 , R45
9-10.W.6.2c:	Spelling – Students are expected to build upon and continue applying conventions learned previously.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 44, 44 , 100, 100 , 156, 156 , 304, 304 , 448, 448 , R48, R53–R56

Standards	Page References (TE in BOLD)	
SPEAKING AND LISTENING		
SL.1	LEARNING OUTCOME FOR SPEAKING AND LISTENING Refine and apply effective communication skills through speaking and active listening	
9-10.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Listening and Responding • Wrapping Up Your Discussion Student Edition/Teacher’s Edition: 132a, 97–100, 97–100, 157–160, 157–160, 324a, 359–362, 359–362, R12–R13, R14–R15 Close Reader/Teacher’s Edition: 10b–10g, 420b–420k, 432b–432g ASSESSMENT Student Edition/Teacher’s Edition: 30, 30, 97–100, 97–100, 130, 130, 157–160, 157–160, 359–362, 359–362

Standards		Page References (TE in BOLD)
SL.2	<p>DISCUSSION AND COLLABORATION Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</p>	
9-10.SL.2.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.</p>	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Introduction • Preparing for Discussion • Establishing and Following Procedure • Speaking Constructively • Listening and Responding • Wrapping Up Your Discussion <p>Student Edition/Teacher's Edition: 6, 6, 16, 16, 24, 24, 28, 28, 35, 35, 68, 68, 76, 76, 84, 84, 92, 92, 118, 118, 128, 128, 136, 136, 143, 143, 148, 148, 151, 151, 157–160, 157–160, 168, 168, 172a, 175, 175, 205, 205, 226, 226, 251, 251, 264, 264, 265, 265, 278, 278, 287, 287, 296, 296, 312, 312, 320, 320, 334, 334, 346, 346, 352, 352, 359–362, 359–362, 398, 398, 428, 428, 436, 436, 442, 442, R12–R13, R14–R15</p> <p>Close Reader/Teacher's Edition: 10b–10g, 420b–420k, 432b–432g</p> <p>ASSESSMENT Student Edition/Teacher's Edition: 25, 25, 30, 30, 130, 130, 144, 144, 150, 150, 157–160, 157–160, 170, 170, 206, 206, 227, 227, 322, 322, 348, 348, 354, 354, 359–362, 359–362, 444, 444</p>

Standards		Page References (TE in BOLD)
9-10.SL.2.2	Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Preparing for Discussion • Speaking Constructively <p>Student Edition/Teacher’s Edition: 16, 16, 24, 24, 28, 28, 35, 35, 51, 51, 68, 68, 76, 76, 84, 84, 92, 92, 97–100, 97–100, 118, 118, 136, 136, 143, 143, 151, 151, 157–160, 157–160, 168, 168, 175, 175, 251, 251, 264, 264, 287, 287, 296, 296, 312, 312, 320, 320, 334, 334, 346, 346, 352, 352, 398, 398, 416, 416, 428, 428, 436, 436, R12–R13, R14–R15</p> <p>Close Reader/Teacher’s Edition: 10b–10g, 420b–420k, 432b–432g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 144, 144, 157–160, 157–160, 170, 170, 227, 227, 322, 322, 348, 348, 359–362, 359–362, 444, 444</p>
9-10.SL.2.3	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.	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Establishing and Following Procedure <p>Student Edition/Teacher’s Edition: 157–160, 157–160, 359–362, 359–362, R12–R13, R14–R15</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 157–160, 157–160, 359–362, 359–362</p>

Standards		Page References (TE in BOLD)
9-10.SL.2.4	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.	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Speaking Constructively • Listening and Responding <p>Student Edition/Teacher’s Edition: 157–160, 157–160, 359–362, 359–362, R12–R13, R14–R15</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 157–160, 157–160, 359–362, 359–362</p>
9-10.SL.2.5	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Listening and Responding • Wrapping Up Your Discussion <p>Student Edition/Teacher’s Edition: 132a, 97–100, 97–100, 157–160, 157–160, 324a, 359–362, 359–362, R12–R13, R14–R15</p> <p>Close Reader/Teacher’s Edition: 10b–10g, 420b–420k, 432b–432g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 30, 30, 97–100, 97–100, 130, 130, 157–160, 157–160, 359–362, 359–362</p>

Standards		Page References (TE in BOLD)
SL.3	COMPREHENSION Refine and apply active listening and interpretation skills using various strategies	
9-10.SL.3.1	Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Introduction • Evaluating a Speaker’s Reliability • Synthesizing Media Sources Student Edition/Teacher’s Edition: 157–160, 157–160 ASSESSMENT Student Edition/Teacher’s Edition: 157–160, 157–160
9-10.SL.3.2	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Tracing a Speaker’s Argument • Rhetoric and Delivery Student Edition/Teacher’s Edition: 152a , 97–100, 97–100 , 359–362, 359–362 , R14–R15 ASSESSMENT Student Edition/Teacher’s Edition: 97–100, 97–100 , 130, 130 , 359–362, 359–362

Standards		Page References (TE in BOLD)
SL.4	PRESENTATION OF KNOWLEDGE AND IDEAS Refine and apply speaking skills to communicate ideas effectively in a variety of situations	
9-10.SL.4.1	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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Introduction • Knowing Your Audience • The Content of Your Presentation • Style in Presentation Student Edition/Teacher’s Edition: 37–40, 37–40 , 157–160, 157–160 , 359–362, 359–362 , R14–R15 ASSESSMENT Student Edition/Teacher’s Edition: 78, 78 , 157–160, 157–160 , 322, 322 , 359–362, 359–362
9-10.SL.4.2	Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Using Media in a Presentation <ul style="list-style-type: none"> • Introduction • Types of Media: Audio, Video, and Images • Using Presentation Software • Building and Practicing Your Presentation Student Edition/Teacher’s Edition: 157–160, 157–160 ASSESSMENT Student Edition/Teacher’s Edition: 36, 36 , 152, 152 , 157–160, 157–160 , 176, 176

Standards		Page References (TE in BOLD)
9-10.SL.4.3	Students are expected to build upon and continue applying concepts learned previously.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 37–40, 37–40 , 157–160, 157–160 , 359–362, 359–362 , R14–R15 ASSESSMENT Student Edition/Teacher’s Edition: 78, 78 , 157–160, 157–160 , 322, 322 , 359–362, 359–362
MEDIA LITERACY		
ML.1	LEARNING OUTCOME FOR MEDIA LITERACY Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes	
9-10.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 36, 36 , 86, 86 , 152, 152 , 176, 176
9-10.ML.2	MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences	
9-10.ML.2.1	Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 36, 36 , 73, 73 , 152, 152 , 176, 176
9-10.ML.2.2	Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 36, 36 , 73, 73 , 152, 152 , 176, 176