

Standard ID	Standard Text	Edgenuity Lesson Name
CCSS.ELA-Literacy.RL.9-10	Reading Standards for Literature Key Ideas and Details	
CCSS.ELA-Literacy.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.	The Odyssey: Central Ideas and Character Motivation, Part 2 Characterization, Theme, and Irony in "The Gift of the Magi" Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses An Introduction to Shakespeare and Romeo and Juliet, Part 1 Setting the Scene of Romeo and Juliet, Part 2 Characters and Conflict in Romeo and Juliet, Part 3 Literary Devices in Romeo and Juliet, Part 5
CCSS.ELA-Literacy.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.	Analyzing Literary Adaptations The Odyssey: Conflict and Theme, Part 4 The Odyssey: Theme Development, Part 6 Literary and Sound Devices in Poetry Comparing Poetry: Poetic Devices Characterization, Theme, and Irony in "The Gift of the Magi" Themes and Resolution in Romeo and Juliet, Part 8

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CCSS.ELA-Literacy.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.	Suspense in "The Cruel Tribute" The Odyssey: Central Ideas and Character Motivation, Part 2 The Odyssey: Writing a Character Analysis, Part 3 The Odyssey: Theme Development, Part 6 Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Characterization, Theme, and Irony in "The Gift of the Magi" Setting the Scene of Romeo and Juliet, Part 2 Characters and Conflict in Romeo and Juliet, Part 3 Literary Devices in Romeo and Juliet, Part 5 Conflict Development in Romeo and Juliet, Part 6 Suspense in Romeo and Juliet, Part 7 Themes and Resolution in Romeo and Juliet, Part 8

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Craft and Structure		
CCSS.ELA-Literacy.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).	The Odyssey: Central Ideas and Character Motivation, Part 2 The Odyssey: Conflict and Theme, Part 4 The Odyssey: Symbolism and Making Predictions, Part 5 Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Word Choice and Extended Metaphor in a Poem by Maya Angelou Literary and Sound Devices in Poetry Comparing Poetry: Poetic Devices Soliloquy and Figures of Speech in Romeo and Juliet, Part 4 Literary Devices in Romeo and Juliet, Part 5
CCSS.ELA-Literacy.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.	Suspense in "The Cruel Tribute" The Odyssey and Epic Poetry: An Introduction, Part 1 The Odyssey: Conflict and Theme, Part 4 Comparing Poetry: Poetic Devices Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses An Introduction to Shakespeare and Romeo and Juliet, Part 1 Characters and Conflict in Romeo and Juliet, Part 3 Suspense in Romeo and Juliet, Part 7

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CCSS.ELA-Literacy.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.	Introduction to Mythology The Odyssey and Epic Poetry: An Introduction, Part 1 The Odyssey: Central Ideas and Character Motivation, Part 2 The Odyssey: Conflict and Theme, Part 4 The Odyssey: Symbolism and Making Predictions, Part 5 The Odyssey: Theme Development, Part 6
Integration of Knowledge and Ideas		
CCSS.ELA-Literacy.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).	Analyzing Literary Adaptations Soliloquy and Figures of Speech in Romeo and Juliet, Part 4 Structure and Narrative: Rosa Parks’ Memoir, My Story
CCSS.ELA-Literacy.RL.9-10.8 (Not applicable to literature)		
CCSS.ELA-Literacy.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).	Suspense in "The Cruel Tribute" Analyzing Literary Adaptations Narrative Elements in “Pyramus and Thisbe”, from Ovid’s Metamorphoses

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Range of Reading and Level of Text Complexity		
CCSS.ELA-Literacy.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	Introduction to Mythology Suspense in "The Cruel Tribute" The Odyssey and Epic Poetry: An Introduction, Part 1 The Odyssey: Central Ideas and Character Motivation, Part 2 The Odyssey: Conflict and Theme, Part 4 The Odyssey: Symbolism and Making Predictions, Part 5 The Odyssey: Theme Development, Part 6 Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Word Choice and Extended Metaphor in a Poem by Maya Angelou Viewpoint in I Know Why the Caged Bird Sings Literary and Sound Devices in Poetry Comparing Poetry: Poetic Devices Characterization, Theme, and Irony in "The Gift of the Magi" Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses An Introduction to Shakespeare and Romeo and Juliet, Part 1 Setting the Scene of Romeo and Juliet, Part 2 Characters and Conflict in Romeo and Juliet, Part 3 Soliloquy and Figures of Speech in Romeo and Juliet, Part 4 Literary Devices in Romeo and Juliet, Part 5 Conflict Development in Romeo and Juliet, Part

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CCSS.ELA-Literacy.RI.9-10	Reading Standards for Informational Text	
	Key Ideas and Details	
CCSS.ELA-Literacy.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.	Viewpoint in I Know Why the Caged Bird Sings Analyzing the Series of Events in Outcasts United
CCSS.ELA-Literacy.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.	Introducing a Text in Wheels of Change, Part 1 Developing Central Ideas in Wheels of Change, Part 5 Summarizing Central Ideas and Purpose: The Hot Zone Comparing Argumentative Texts: Silent Spring and "A Case for Waawaatesi" Word Choice and Author's Purpose in Warriors Don't Cry The Art of Creating Suspense: Central Ideas of Two Authors Using Strategies and Word Patterns: The Code Book Tracing the Central Idea in "A Quilt of a Country"

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CCSS.ELA-Literacy.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.	Text Structures in Wheels of Change, Part 2 Cause and Effect in Wheels of Change, Part 4 Developing Central Ideas in Wheels of Change, Part 5 Comparing Argumentative Texts: Silent Spring and "A Case for Waawaatesi" Introduction to Making a Difference: It's Our World, Too! The Art of Creating Suspense: Central Ideas of Two Authors Structure and Narrative: Rosa Parks' Memoir, My Story Analyzing the Series of Events in Outcasts United

Craft and Structure

CCSS.ELA-Literacy.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).	Word Choice and Evidence in Wheels of Change, Part 3 Comparing Argumentative Texts: Silent Spring and "A Case for Waawaatesi" Word Choice and Author's Purpose in Warriors Don't Cry Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech
CCSS.ELA-Literacy.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).	Comparing Argumentative Texts: Silent Spring and "A Case for Waawaatesi" Evaluating an Argument and Questioning: The Code Book Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech

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CCSS.ELA-Literacy.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.	Viewpoint in I Know Why the Caged Bird Sings Introducing a Text in Wheels of Change, Part 1 Word Choice and Evidence in Wheels of Change, Part 3 Comparing Argumentative Texts: Silent Spring and "A Case for Waawaatesi" Introduction to Making a Difference: It's Our World, Too! Word Choice and Author's Purpose in Warriors Don't Cry The Art of Creating Suspense: Central Ideas of Two Authors Using Strategies and Word Patterns: The Code Book Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Rhetorical Devices and Figurative Language in a Speech Analyzing the Series of Events in Outcasts United Rhetoric in Reagan's Address at Moscow State University
Integration of Knowledge and Ideas		
CCSS.ELA-Literacy.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.	Structure and Narrative: Rosa Parks' Memoir, My Story
CCSS.ELA-Literacy.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.	Comparing Argumentative Texts: Silent Spring and "A Case for Waawaatesi" Evaluating an Argument and Questioning: The Code Book Rhetoric in Reagan's Address at Moscow State University

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CCSS.ELA-Literacy.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	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Rhetoric in Reagan's Address at Moscow State University

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.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.	Introducing a Text in Wheels of Change, Part 1 Text Structures in Wheels of Change, Part 2 Word Choice and Evidence in Wheels of Change, Part 3 Cause and Effect in Wheels of Change, Part 4 Developing Central Ideas in Wheels of Change, Part 5 Summarizing Central Ideas and Purpose: The Hot Zone Comparing Argumentative Texts: Silent Spring and "A Case for Waawaatesi" Introduction to Making a Difference: It's Our World, Too! Word Choice and Author's Purpose in Warriors Don't Cry The Art of Creating Suspense: Central Ideas of Two Authors Using Strategies and Word Patterns: The Code Book Evaluating an Argument and Questioning: The Code Book An Introduction to Shakespeare and Romeo and Juliet, Part 1 Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Structure and Narrative: Rosa Parks' Memoir, My Story Tracing the Central Idea in "A Quilt of a Country" Analyzing the Series of Events in Outcasts
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CCSS.ELA-Literacy.W.9-10	Writing Standards	
	Text Types and Purposes	
CCSS.ELA-Literacy.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.	
CCSS.ELA-Literacy.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 a Research-Based Argumentative Essay about Technology
CCSS.ELA-Literacy.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 a Research-Based Argumentative Essay about Technology
CCSS.ELA-Literacy.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 a Research-Based Argumentative Essay about Technology
CCSS.ELA-Literacy.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 a Research-Based Argumentative Essay about Technology
CCSS.ELA-Literacy.W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	Writing a Research-Based Argumentative Essay about Technology
CCSS.ELA-Literacy.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.	
CCSS.ELA-Literacy.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 a Literary Analysis through the Lens of a Quotation Creating a Multimedia Presentation
CCSS.ELA-Literacy.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 a Literary Analysis through the Lens of a Quotation Creating a Multimedia Presentation

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CCSS.ELA-Literacy.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 a Literary Analysis through the Lens of a Quotation
CCSS.ELA-Literacy.W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Writing a Literary Analysis through the Lens of a Quotation
CCSS.ELA-Literacy.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 a Literary Analysis through the Lens of a Quotation
CCSS.ELA-Literacy.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 a Literary Analysis through the Lens of a Quotation
CCSS.ELA-Literacy.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.	
CCSS.ELA-Literacy.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 a Narrative about Overcoming a Challenge
CCSS.ELA-Literacy.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 a Narrative about Overcoming a Challenge
CCSS.ELA-Literacy.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 a Narrative about Overcoming a Challenge
CCSS.ELA-Literacy.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 a Narrative about Overcoming a Challenge
CCSS.ELA-Literacy.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 a Narrative about Overcoming a Challenge

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Production and Distribution of Writing		
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Writing a Narrative about Overcoming a Challenge The Odyssey: Writing a Character Analysis, Part 3 Writing a Research-Based Argumentative Essay about Technology Writing a Literary Analysis through the Lens of a Quotation Creating a Multimedia Presentation
CCSS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Writing a Narrative about Overcoming a Challenge Writing a Research-Based Argumentative Essay about Technology Writing a Literary Analysis through the Lens of a Quotation
CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Writing a Narrative about Overcoming a Challenge Writing a Research-Based Argumentative Essay about Technology Writing a Literary Analysis through the Lens of a Quotation Creating a Multimedia Presentation
Research to Build and Present Knowledge		
CCSS.ELA-Literacy.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.	Writing a Research-Based Argumentative Essay about Technology
CCSS.ELA-Literacy.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.	Writing a Works Cited Page Writing a Research-Based Argumentative Essay about Technology

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CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CCSS.ELA-Literacy.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]").	Introduction to Mythology Suspense in "The Cruel Tribute" Analyzing Literary Adaptations The Odyssey and Epic Poetry: An Introduction, Part 1 The Odyssey: Central Ideas and Character Motivation, Part 2 The Odyssey: Writing a Character Analysis, Part 3 The Odyssey: Symbolism and Making Predictions, Part 5 The Odyssey: Theme Development, Part 6 Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Word Choice and Extended Metaphor in a Poem by Maya Angelou Comparing Poetry: Poetic Devices Characterization, Theme, and Irony in "The Gift of the Magi" Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses An Introduction to Shakespeare and Romeo and Juliet, Part 1 Setting the Scene of Romeo and Juliet, Part 2 Characters and Conflict in Romeo and Juliet, Part 3 Soliloquy and Figures of Speech in Romeo and Juliet, Part 4 Literary Devices in Romeo and Juliet, Part 5 Conflict Development in Romeo and Juliet, Part

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CCSS.ELA-Literacy.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").	Introducing a Text in Wheels of Change, Part 1 Word Choice and Evidence in Wheels of Change, Part 3 Cause and Effect in Wheels of Change, Part 4 Developing Central Ideas in Wheels of Change, Part 5 Summarizing Central Ideas and Purpose: The Hot Zone Comparing Argumentative Texts: Silent Spring and "A Case for Waawaatesi" Word Choice and Author's Purpose in Warriors Don't Cry The Art of Creating Suspense: Central Ideas of Two Authors Using Strategies and Word Patterns: The Code Book Evaluating an Argument and Questioning: The Code Book Structure and Narrative: Rosa Parks' Memoir, My Story Rhetorical Devices and Figurative Language in a Speech

Range of Writing

CCSS.ELA-Literacy.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 a Narrative about Overcoming a Challenge The Odyssey: Writing a Character Analysis, Part 3 Writing a Research-Based Argumentative Essay about Technology Writing a Literary Analysis through the Lens of a Quotation Creating a Multimedia Presentation
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CCSS.ELA-Literacy.SL.9-10	Speaking and Listening Standards Comprehension and Collaboration	
CCSS.ELA-Literacy.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.	
CCSS.ELA-Literacy.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.	Speaking and Listening: Effective Group Discussions
CCSS.ELA-Literacy.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.	Speaking and Listening: Effective Group Discussions
CCSS.ELA-Literacy.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.	omega standard
CCSS.ELA-Literacy.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.	omega standard
CCSS.ELA-Literacy.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.	Speaking and Listening: Planning a Multimedia Presentation
CCSS.ELA-Literacy.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.	Speaking and Listening: Effective Group Discussions The Art of Creating Suspense: Central Ideas of Two Authors
	Presentation of Knowledge and Ideas	
CCSS.ELA-Literacy.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.	Speaking and Listening: Planning a Multimedia Presentation

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CCSS.ELA-Literacy.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.	Speaking and Listening: Planning a Multimedia Presentation Creating a Multimedia Presentation
CCSS.ELA-Literacy.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)	Speaking and Listening: Planning a Multimedia Presentation
CCSS.ELA-Literacy.L.9-10	Language Standards	
	Conventions of Standard English	
CCSS.ELA-Literacy.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CCSS.ELA-Literacy.L.9-10.1.a	Use parallel structure.	Writing Coherent Sentences
CCSS.ELA-Literacy.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.	Parts of Speech: Words and Basic Phrases Simple Sentences: Sentence Parts, Verb Tense, and Verb Voice Compound and Complex Sentences Punctuating Restrictive and Nonrestrictive Elements Writing Coherent Sentences
CCSS.ELA-Literacy.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CCSS.ELA-Literacy.L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Compound and Complex Sentences Writing Coherent Sentences
CCSS.ELA-Literacy.L.9-10.2.b	Use a colon to introduce a list or quotation.	Punctuating Restrictive and Nonrestrictive Elements
CCSS.ELA-Literacy.L.9-10.2.c	Spell correctly.	Using Reference Resources

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Knowledge of Language		
CCSS.ELA-Literacy.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.	
CCSS.ELA-Literacy.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.	Using Reference Resources Writing a Works Cited Page
Vocabulary Acquisition and Use		
CCSS.ELA-Literacy.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.	
CCSS.ELA-Literacy.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.	Improving Vocabulary with Word Parts and Context Clues Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Parts of Speech: Words and Basic Phrases Tracing the Central Idea in "A Quilt of a Country"
CCSS.ELA-Literacy.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).	Improving Vocabulary with Word Parts and Context Clues Parts of Speech: Words and Basic Phrases
CCSS.ELA-Literacy.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.	Using Reference Resources
CCSS.ELA-Literacy.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).	Using Reference Resources

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CCSS.ELA-Literacy.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CCSS.ELA-Literacy.L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Word Choice and Extended Metaphor in a Poem by Maya Angelou Literary and Sound Devices in Poetry Literary Devices in Romeo and Juliet, Part 5 Rhetorical Devices and Figurative Language in a Speech
CCSS.ELA-Literacy.L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.	Comparing Argumentative Texts: Silent Spring and "A Case for Waawaatesi"
CCSS.ELA-Literacy.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.	Improving Vocabulary with Word Parts and Context Clues Using Reference Resources Writing Coherent Sentences Writing a Literary Analysis through the Lens of a Quotation