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.	An Introduction to Shakespeare and Romeo and Juliet, Part 1 Character and Point of View in "The Most Dangerous Game," Part 1 Characterization, Theme, and Irony in "The Gift of the Magi" Characters and Conflict in Romeo and Juliet, Part 3 Descriptive Language and Character: Iqbal Introduction to Individuality and Conformity: "Initiation" Literary Devices in Romeo and Juliet, Part 5 Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Narration and Point of View in Lizzie Bright and the Buckminster Boy, Part 2 Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses Setting the Scene of Romeo and Juliet, Part 2 The Odyssey: Central Ideas and Character Motivation, Part 2
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.	Characterization, Theme, and Irony in "The Gift of the Magi" Comparing Poetry: Poetic Devices

Standard ID	Standard Text	Edgenuity Lesson Name
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. *Cont.*	Content and Style in Emily Dickinson's Poems Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare The Odyssey: Conflict and Theme, Part 4 The Odyssey: Theme Development, Part 6 Themes and Resolution in Romeo and Juliet, Part 8
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.	Character and Point of View in "The Most Dangerous Game," Part 1 Characterization, Theme, and Irony in "The Gift of the Magi" Characters and Conflict in Romeo and Juliet, Part 3 Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Conflict Development in Romeo and Juliet, Part 6 Creating a Storyboard for a Shakespeare Scene Descriptive Language and Character: Historical Context and Conflict in Lizzie Bright and the Buckminster Boy, Part 1 Introduction to Individuality and Conformity: "Initiation" Literary Devices in Romeo and Juliet, Part 5 Mood and Narrative Techniques in "Lather and Nothing Else" Narration and Point of View in Lizzie Bright and the Buckminster Boy, Part 2

Standard ID	Standard Text	Edgenuity Lesson Name
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. *Cont.*	Setting the Scene of Romeo and Juliet, Part 2 Suspense in Romeo and Juliet, Part 7 The Odyssey: Central Ideas and Character Motivation, Part 2 The Odyssey: Theme Development, Part 6 The Odyssey: Writing a Character Analysis, Part 3 Themes and Resolution in Romeo and Juliet, Part 8
	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).	Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Comparing Poetry: Poetic Devices Content and Style in Emily Dickinson's Poems Creating a Storyboard for a Shakespeare Scene Imagery and Symbolism in "The Scarlet Ibis" Introduction to Mystery and Suspense: "The Raven" Literary Devices in Romeo and Juliet, Part 5 Mood and Narrative Techniques in "Lather and Nothing Else" Soliloquy and Figures of Speech in Romeo and Juliet, Part 4 The Odyssey: Conflict and Theme, Part 4 The Odyssey: Symbolism and Making Predictions, Part 5 Word Choice and Extended Metaphor in a Poem by Maya Angelou

Standard ID	Standard Text	Edgenuity Lesson Name
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.	An Introduction to Shakespeare and Romeo and Juliet, Part 1 Characters and Conflict in Romeo and Juliet, Part 3 Comparing Poetry: Poetic Devices Content and Style in Emily Dickinson's Poems Imagery and Symbolism in "The Scarlet Ibis" Introduction to Individuality and Conformity: "Initiation" Introduction to Mystery and Suspense: "The Raven" Mood and Narrative Techniques in "Lather and Nothing Else" Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare Suspense in Romeo and Juliet, Part 7 The Odyssey and Epic Poetry: An Introduction, Part 1
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.	Compare and Contrast: Myths and Cultures Compare and Contrast: Myths and Cultures (Continued) Descriptive Language and Character: Introduction to Mythology The Odyssey and Epic Poetry: An Introduction, Part 1 The Odyssey: Central Ideas and Character Motivation, Part 2

Standard ID	Standard Text	Edgenuity Lesson Name
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. *Cont.*	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).	Creating a Storyboard for a Shakespeare Scene Descriptive Language and Character: Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses Soliloquy and Figures of Speech in Romeo and Juliet, Part 4 Structure and Narrative: Rosa Parks' Memoir, My Story
CCSS.ELA-Literacy.RL.9-10.9	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).	Descriptive Language and Character: Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses
	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.	An Introduction to Shakespeare and Romeo and Juliet, Part 1 Character and Point of View in "The Most Dangerous Game," Part 1 Characterization, Theme, and Irony in "The Gift of the Magi"

Standard ID	Standard Text	Edgenuity Lesson Name
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. *Cont.*	Characters and Conflict in Romeo and Juliet, Part 3 Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Compare and Contrast: Myths and Compare and Contrast: Myths and Cultures (Continued) Comparing Poetry: Poetic Devices Conflict Development in Romeo and Juliet, Part 6 Content and Style in Emily Dickinson's Poems Descriptive Language and Character: Historical Context and Conflict in Lizzie Bright and the Buckminster Boy, Part 1 Imagery and Symbolism in "The Scarlet Ibis" Introduction to Individuality and Conformity: "Initiation" Introduction to Mystery and Suspense: "The Raven" Introduction to Mythology Literary Devices in Romeo and Juliet, Part 5 Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Mood and Narrative Techniques in "Lather and Nothing Else" Narration and Point of View in Lizzie Bright and the Buckminster Boy, Part 2 Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare

Standard ID	Standard Text	Edgenuity Lesson Name
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. *Cont.*	Setting the Scene of Romeo and Juliet, Part 2 Soliloquy and Figures of Speech in Romeo and Juliet, Part 4 Suspense in Romeo and Juliet, Part 7 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 Themes and Resolution in Romeo and Juliet, Part 8 Viewpoint in I Know Why the Caged Bird Sings Word Choice and Extended Metaphor in a Poem by Maya Angelou
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.	Supporting Conclusions with Evidence in The Dark Game, Part 2 Viewpoint in I Know Why the Caged Bird Sings
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.	Comparing Argumentative Text: Silent Spring and "Save the Redwoods" Rhetoric and Structure in Roosevelt's Four Freedoms Speech

Standard ID	Standard Text	Edgenuity Lesson Name
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. *Cont.*	Summarizing Central Ideas and Purpose: The Hot Zone Summarizing Central Ideas in The Dark Game, Part 1 Tracing the Central Idea in "A Quilt of a Country"
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.	Comparing Argumentative Text: Silent Spring and "Save the Redwoods" Introduction to Making a Difference: It's Our World, Too! Rhetoric and Structure in Roosevelt's Four Freedoms Speech Structure and Narrative: Rosa Parks' Memoir, My Story
	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).	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Author's Purpose and Viewpoint in The Dark Game, Part 3 Comparing Argumentative Text: Silent Spring and "Save the Redwoods"
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).	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Comparing Argumentative Text: Silent Spring and "Save the Redwoods"

Standard ID	Standard Text	Edgenuity Lesson Name
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.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Author's Purpose and Viewpoint in The Dark Game, Part 3 Comparing Accounts of Iqbal's Story Comparing Argumentative Text: Silent Spring and "Save the Redwoods" Introduction to Making a Difference: It's Our World, Too! Rhetoric in Reagan's Address at Moscow State University Viewpoint in I Know Why the Caged Bird Sings
	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.	Comparing Accounts of Iqbal's Story 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 Text: Silent Spring and "Save the Redwoods" Rhetoric in Reagan's Address at Moscow State University
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 and Structure in Roosevelt's Four Freedoms Speech Rhetoric in Reagan's Address at Moscow State University

Standard ID	Standard Text	Edgenuity Lesson Name
	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.	An Introduction to Shakespeare and Romeo and Juliet, Part 1
		Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech
		Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech
		Author's Purpose and Viewpoint in The Dark Game, Part 3
		Comparing Accounts of Iqbal's Story
		Comparing Argumentative Text: Silent Spring and "Save the Redwoods"
		Introduction to Making a Difference: It's Our World, Too!
		Rhetoric and Structure in Roosevelt's Four Freedoms Speech
		Rhetoric in Reagan's Address at Moscow State University
		Structure and Narrative: Rosa Parks' Memoir, My Story
		Summarizing Central Ideas and Purpose: The Hot Zone
		Summarizing Central Ideas in The Dark Game, Part 1
		Supporting Conclusions with Evidence in The Dark Game, Part 2
		Tracing the Central Idea in "A Quilt of a Country"

Standard ID	Standard Text	Edgenuity Lesson Name
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.9-10.1a	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 an Argumentative Essay about Fire Prevention Writing an E-mail about an Important Issue Writing a Research-Based Argumentative Essay about Technology
CCSS.ELA-Literacy.W.9-10.1b	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 an Argumentative Essay about Fire Prevention Writing a Research-Based Argumentative Essay about Technology
CCSS.ELA-Literacy.W.9-10.1c	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 an Argumentative Essay about Fire Prevention Writing a Research-Based Argumentative Essay about Technology
CCSS.ELA-Literacy.W.9-10.1d	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 an Argumentative Essay about Fire Prevention Writing an E-mail about an Important Issue Writing a Research-Based Argumentative Essay about Technology
CCSS.ELA-Literacy.W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	Writing an Argumentative Essay about Fire Prevention Writing a Research-Based Argumentative Essay about Technology

Standard ID	Standard Text	Edgenuity Lesson Name
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.9-10.2a	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.	Compare and Contrast: Myths and Cultures (Continued) Creating a Multimedia Presentation Researching and Writing about a Mythical Character The Odyssey: Writing a Character Analysis, Part 3 Writing a Literary Analysis through the Lens of a Quotation Writing an Informative Essay about Making Sacrifices
CCSS.ELA-Literacy.W.9-10.2b	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.	Compare and Contrast: Myths and Cultures (Continued) Creating a Multimedia Presentation Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation Writing an Informative Essay about Making Sacrifices
CCSS.ELA-Literacy.W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Researching and Writing about a Mythical Character Writing an Informative Essay about Making Sacrifices Writing a Literary Analysis through the Lens of a Quotation

Standard ID	Standard Text	Edgenuity Lesson Name
CCSS.ELA-Literacy.W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Researching and Writing about a Mythical Character The Odyssey: Writing a Character Analysis, Part 3 Writing a Literary Analysis through the Lens of a Quotation Writing an Informative Essay about Making Sacrifices
CCSS.ELA-Literacy.W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation Writing an Informative Essay about Making Sacrifices
CCSS.ELA-Literacy.W.9-10.2f	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).	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Compare and Contrast: Myths and Cultures (Continued) Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation Writing an Informative Essay about Making Sacrifices
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.9-10.3a	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

Standard ID	Standard Text	Edgenuity Lesson Name
CCSS.ELA-Literacy.W.9-10.3b	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.9-10.3c	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.9-10.3d	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.9-10.3e	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
	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.)	Creating a Multimedia Presentation Researching and Writing about a Mythical Character The Odyssey: Writing a Character Analysis, Part 3 Writing a Literary Analysis through the Lens of a Quotation Writing a Narrative about Overcoming a Challenge Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Essay about Fire Prevention Writing an E-mail about an Important Issue Writing an Informative Essay about Making Sacrifices

Standard ID	Standard Text	Edgenuity Lesson Name
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.	Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation Writing a Narrative about Overcoming a Challenge Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Essay about Fire Prevention Writing an Informative Essay about Making Sacrifices
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.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Creating a Blog Creating a Multimedia Presentation Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation Writing a Narrative about Overcoming a Challenge Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Essay about Fire Prevention Writing an Informative Essay about Making Sacrifices

Standard ID	Standard Text	Edgenuity Lesson Name
	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.	Creating a Blog Creating a Multimedia Presentation Researching and Writing about a Mythical Character 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.	Creating a Blog Creating a Multimedia Presentation Researching and Writing about a Mythical Character Writing a Works Cited Page
CCSS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CCSS.ELA-Literacy.W.9-10.9a	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]'').	An Introduction to Shakespeare and Romeo and Juliet, Part 1 Characterization, Theme, and Irony in "The Gift of the Magi" Characters and Conflict in Romeo and Juliet, Part 3 Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Compare and Contrast: Myths and Compare and Contrast: Myths and Cultures (Continued)

Standard ID	Standard Text	Edgenuity Lesson Name
CCSS.ELA-Literacy.W.9-10.9a	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]''). *Cont.*	Comparing Poetry: Poetic Devices Conflict Development in Romeo and Juliet, Part 6 Content and Style in Emily Dickinson's Poems Creating a Storyboard for a Shakespeare Scene Historical Context and Conflict in Lizzie Bright and the Buckminster Boy, Part 1 Introduction to Individuality and Conformity: "Initiation" Introduction to Mystery and Suspense: "The Raven" Introduction to Mythology Literary Devices in Romeo and Juliet, Part 5 Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Narration and Point of View in Lizzie Bright and the Buckminster Boy, Part 2 Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare Setting the Scene of Romeo and Juliet, Part 2 Soliloquy and Figures of Speech in Romeo and Juliet, Part 4 The Odyssey and Epic Poetry: An Introduction, Part 1 The Odyssey: Central Ideas and Character Motivation, Part 2 The Odyssey: Symbolism and Making Predictions, Part 5

Standard ID	Standard Text	Edgenuity Lesson Name
CCSS.ELA-Literacy.W.9-10.9a	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]''). *Cont.*	The Odyssey: Theme Development, Part 6 The Odyssey: Writing a Character Analysis, Part 3 Themes and Resolution in Romeo and Juliet, Part 8 Word Choice and Extended Metaphor in a Poem by Maya Angelou
CCSS.ELA-Literacy.W.9-10.9b	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'').	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Author's Purpose and Viewpoint in The Dark Game, Part 3 Comparing Accounts of Iqbal's Story Comparing Argumentative Text: Silent Spring and "Save the Redwoods" Creating a Blog Researching and Writing about a Mythical Character Structure and Narrative: Rosa Parks' Memoir, My Story Summarizing Central Ideas and Purpose: The Hot Zone Summarizing Central Ideas in The Dark Game, Part 1 Supporting Conclusions with Evidence in The Dark Game, Part 2

Standard ID	Standard Text	Edgenuity Lesson Name
	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.	An Introduction to Shakespeare and Romeo and Juliet, Part 1 Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Author's Purpose and Viewpoint in The Dark Game, Part 3 Characterization, Theme, and Irony in "The Gift of the Magi" Characters and Conflict in Romeo and Juliet, Part 3 Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Compare and Contrast: Myths and Cultures Compare and Contrast: Myths and Cultures (Continued) Comparing Accounts of Iqbal's Story Comparing Argumentative Text: Silent Spring and "Save the Redwoods" Comparing Poetry: Poetic Devices Conflict Development in Romeo and Juliet, Part 6 Content and Style in Emily Dickinson's Poems Creating a Blog Creating a Multimedia Presentation Creating a Storyboard for a Shakespeare Scene Historical Context and Conflict in Lizzie Bright and the Buckminster Boy, Part 1 Introduction to Individuality and Conformity: "Initiation"

Standard ID	Standard Text	Edgenuity Lesson Name
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. *Cont.*	Introduction to Mystery and Suspense: "The Raven" Introduction to Mythology Literary Devices in Romeo and Juliet, Part 5 Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Narration and Point of View in Lizzie Bright and the Buckminster Boy, Part 2 Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare Setting the Scene of Romeo and Juliet, Part 2 Setting the Scene of Romeo and Juliet, Part 2 Soliloquy and Figures of Speech in Romeo and Juliet, Part 4 Structure and Narrative: Rosa Parks' Memoir, My Story Summarizing Central Ideas and Purpose: The Hot Zone Summarizing Central Ideas in The Dark Game, Part 1 Supporting Conclusions with Evidence in The Dark Game, Part 2 The Odyssey and Epic Poetry: An Introduction, Part 1 The Odyssey: Central Ideas and Character Motivation, Part 2 The Odyssey: Symbolism and Making Predictions, Part 5 The Odyssey: Theme Development, Part 6

Standard ID	Standard Text	Edgenuity Lesson Name
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. *Cont.*	The Odyssey: Writing a Character Analysis, Part 3 Themes and Resolution in Romeo and Juliet, Part 8 Word Choice and Extended Metaphor in a Poem by Maya Angelou Writing a Literary Analysis through the Lens of a Quotation Writing a Narrative about Overcoming a Challenge Writing a Research-Based Argumentative Essay about Technology Writing an Argumentative Essay about Fire Prevention Writing an E-mail about an Important Issue Writing an Informative Essay about Making Sacrifices
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.9-10.1a	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.	Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Speaking and Listening: Effective Group Discussions
CCSS.ELA-Literacy.SL.9-10.1b	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.	Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Speaking and Listening: Effective Group Discussions

Standard ID	Standard Text	Edgenuity Lesson Name
CCSS.ELA-Literacy.SL.9-10.1c	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.	Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Speaking and Listening: Effective Group Discussions
CCSS.ELA-Literacy.SL.9-10.1d	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.	Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Speaking and Listening: Effective Group Discussions
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.	Creating a Blog 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.	Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Speaking and Listening: Effective Group Discussions
	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.	Creating a Blog Creating a Multimedia Presentation Speaking and Listening: Planning a Multimedia Presentation

Standard ID	Standard Text	Edgenuity Lesson Name
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.	
		Creating a Blog
		Creating a Multimedia Presentation
		Creating a Storyboard for a Shakespeare Scene
		Speaking and Listening: Planning 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.)	
		Creating a Blog
		Creating a Multimedia Presentation
		Creating a Storyboard for a Shakespeare Scene
		Making Predictions and Visualizing with "The Most Dangerous Game," Part 2
		Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare
		Speaking and Listening: Effective Group Discussions
		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.9-10.1a	Use parallel structure.	
		Writing Coherent Sentences

Standard ID	Standard Text	Edgenuity Lesson Name
CCSS.ELA-Literacy.L.9-10.1b	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.	Compound and Complex Sentences Parts of Speech: Words and Basic Punctuating Restrictive and Nonrestrictive Elements Simple Sentences: Sentence Parts, Verb Tense, and Verb Voice 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.9-10.2a	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.9-10.2b	Use a colon to introduce a list or quotation.	Punctuating Restrictive and Nonrestrictive Elements
CCSS.ELA-Literacy.L.9-10.2c	Spell correctly.	Using Reference Resources
CCSS.ELA-Literacy.L.9-10.3	Knowledge of Language 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.9-10.3a	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
CCSS.ELA-Literacy.L.9-10.4	Vocabulary Acquisition and Use 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.9-10.4a	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.	Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez

Standard ID	Standard Text	Edgenuity Lesson Name
CCSS.ELA-Literacy.L.9-10.4a	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. *Cont.*	Improving Vocabulary with Word Parts and Context Clues Parts of Speech: Words and Basic Summarizing Central Ideas and Purpose: The Hot Zone Using Reference Resources
CCSS.ELA-Literacy.L.9-10.4b	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
CCSS.ELA-Literacy.L.9-10.4c	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.	Summarizing Central Ideas and Purpose: The Hot Zone Using Reference Resources
CCSS.ELA-Literacy.L.9-10.4d	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).	Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Summarizing Central Ideas and Purpose: The Hot Zone Using Reference Resources
CCSS.ELA-Literacy.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CCSS.ELA-Literacy.L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez

Standard ID	Standard Text	Edgenuity Lesson Name
CCSS.ELA-Literacy.L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. *Cont.*	Literary Devices in Romeo and Juliet, Part 5 Word Choice and Extended Metaphor in a Poem by Maya Angelou
CCSS.ELA-Literacy.L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Comparing Argumentative Text: Silent Spring and "Save the Redwoods"
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 Summarizing Central Ideas and Purpose: The Hot Zone Using Reference Resources Writing a Literary Analysis through the Lens of a Quotation Writing Coherent Sentences