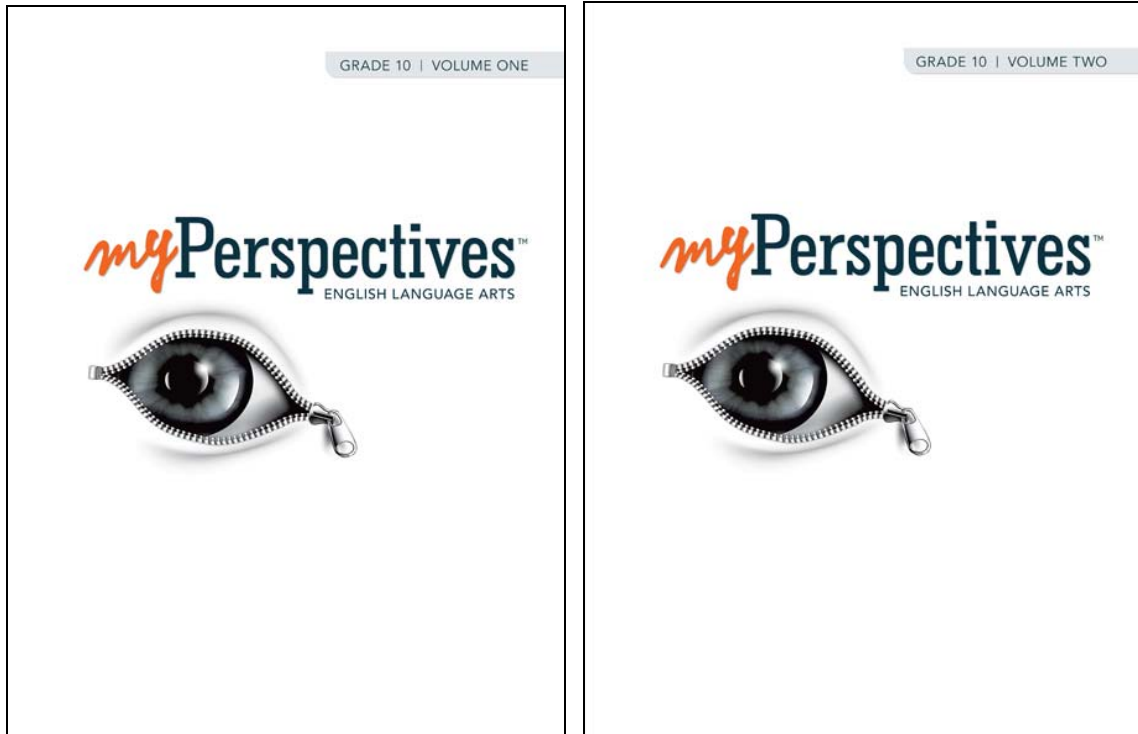


A Correlation of

myPerspectives
Grade 10, ©2017



To the

**Language Arts Florida Standards
(LAFS)
Grades 9 & 10**

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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Language Arts Florida Standards*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by feature title and page number.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

myPerspectives...

- promotes student ownership of their learning through goal setting, student choice, and reflection
- encourages social collaboration
- links together knowledge, skills and learning behaviors
- is backwards designed from defined learning outcomes with learning activities, instruction, and assessments-- always feeding back to the Performance Tasks and Performance-Based Assessment
- provides opportunities to personalize for learning in response to student performance and need

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| Grades 9 & 10 | |
| Strand: READING STANDARDS FOR LITERATURE | |
| Cluster 1: Key Ideas and Details | |
| <p>LAFS.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> | <p>SE/TE: Cite Textual Evidence (Literary), 32, 44, 45, 78, 110, 180, 181, 208, 220, 332, 340, 382, 383, 397, 438, 457, 465, 531, 551, 569, 583, 584, 598, 611, 630, 699, 700, 722, 723, 754, 782; Infer, 32, 531, 551, 569; Analyze the Media, 321</p> <p>TE only: Conclude, 14, 17, 19, 24, 27, 29, 38, 40, 137, 138, 140, 142, 147</p> |
| <p>LAFS.910.RL.1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Analyze Craft and Structure: Development of theme, 111; Symbol and Theme, 209; Development of Theme, 397; Speaker and Theme, 631; Analogies and Theme, 755; Oral Interpretation: Connect to the Theme, 401; Close Read the Text: Summarize, 722</p> <p>TE only: Analyzing Theme, 712; Determine Theme, 214; Identify Theme, 328; Infer Theme, 686</p> |
| <p>LAFS.910.RL.1.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Author's Style: Character Development, 80, 399; Characterization, 553; Writing to Sources: Character analysis, 400, 785; Analyze Craft and Structure: Characters, 397; Writing to Compare: Compare Characters, 469; Character Profiles, 613</p> <p>TE only: Analyze Characterization, 70; 436; Analyzing a Dynamic Character, 717; Infer Character, 389; Infer Characterization, 106; Inferring a Character's Values, 344; Interpreting Dynamic Characters, 695</p> |

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| Cluster 2: Craft and Structure | |
| <p>LAFS.910.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Close Read the Text, 44; Word Study: Connotation and Denotation, 182, 438, 457; Analyze Craft and Structure: Figurative Language, 333, 743, 755; Author’s Style: Diction and Syntax, 210; Imagery, 334; Word Choice, 553; Concept Vocabulary (literary), 12, 34, 36, 46, 68, 78, 110, 136, 182, 200, 208, 212, 220, 332, 336, 340, 372, 384, 388, 398, 438, 442, 457, 460, 465, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 699, 702, 724, 754, 758, 782</p> <p>TE only: Identify Figurative Language, 218, 337; Interpreting the Use of Figurative Language, 675, 764</p> |
| <p>LAFS.910.RL.2.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Analyze Craft and Structure: Modern Gothic, 79; Modernism, 181; Poetic Forms, 221, 439; Literary Devices, 383; Narrative Structure, 458; Poetic Structures, 466, 552; Shakespeare’s Romances, 532; Dramatic Structure, 570, 584; Plot Structure, 599; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Plot, 783; Author’s Style: Poetic Forms</p> |
| <p>LAFS.910.RL.2.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Analyze Craft and Structure: Literary Style, 45; Symbol and Theme, 209; Satire, 341; Development of Theme, 397; Dramatic Structure, 570; Shakespeare’s Romances, 532; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Analyze the Text, 332</p> <p>TE only: Understanding Point of View, 793</p> |

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| Cluster 3: Integration of Knowledge and Ideas | |
| <p>LAFS.910.RL.3.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Media: Franz Kafka and Metamorphosis, 186-188; Speaking and Listening: Listen to Performance, 727; also see: Prepare to Compare, 48, 468; Analyze Craft and Structure: Poetic Forms, 439; Narrative Structure, 458</p> |
| <p>LAFS.910.RL.3.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Author’s Style: Poetic Form, 222, 632; Prepare to Compare, 468, 612</p> |

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| Cluster 4: Range of Reading and Level of Text Complexity | |
| <p>LAFS.910.RL.4.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> | <p>SE/TE: First-Read: Fiction, 12, 36, 68, 136, 200, 336, 372, 388, 442, 758; Independent Learning: First-Read Guide, 118, 250, 354, 484, 648, 806; Close-Read Guide, 119,251, 355, 485, 649, 807</p> <p><u>Literary fiction selections include the following:</u> The Fall of the House of Usher, 12; House Taken Over, 36; Where Is Here?, 68; beware, do not read this poem; The Raven; Windigo, 100; The Metamorphosis, 136; The Doll’s House, 200; Sonnet, With Bird; Elliptical; Fences, 212; Caged Bird; Some Advice to Those Who Will Serve Time in Prison, 324, 334; The Censors, 336, 342; The Necklace, 372; Civil Peace, 388; Material World, 402; Avarice; The Good Life; Money, 430; The Golden Touch, 442; King Midas, 460; The Tempest, 510, 534, 554, 572, 586; En El Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection; Caliban, 604; They are hostile nations; Under a Certain Little Star, 624; Oedipus the King, 672, 702; Blind; The Blind Seer of Ambon; On His Blindness, 746; The Country of the Blind, 758</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38-T49 (includes titles such as: Frankenstein, The Alchemist, Beloved, Things Fall Apart)</p> |

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| Strand: READING STANDARDS FOR INFORMATIONAL TEXT | |
| Cluster 1: Key Ideas and Details | |
| <p>LAFS.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> | <p>SE/TE: Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Infer, 188, 288, 296; Analyze the Text, 57, 315, 476; Read It, 291</p> <p>TE only: Conclude (examples), 51, 53, 54, 91, 94, 137, 234, 237, 238, 240, 269</p> |
| <p>LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> | <p>SE/TE: Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Analyze the Text, 242, 278, 288, 315, 476, 640; Summary, 8, 132, 264, 368, 498, 662</p> |
| <p>LAFS.910.RI.1.3 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> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Analyze the Text, 96; Read It: Structure, 230; Analyze Craft and Structure: Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents, 279; Literary Nonfiction, 427; Feature Story, 477; Literary Nonfiction, 799</p> |
| Cluster 2: Craft and Structure | |
| <p>LAFS.910.RI.2.4 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).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Concept Vocabulary (informational), 50, 56, 90, 96, 100, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 418, 426, 430, 470, 476, 634, 640, 738, 742, 746, 786, 798; Author's Style: Sentence Variety, 230; Word Choice, 428; Conventions: Rhetorical Devices, 291; Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Domain Vocabulary, 98</p> |

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| <p>LAFS.910.RI.2.5 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).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Literary Nonfiction, 799; Author’s Style: Word Choice/Details, 428; Sentences, 478</p> |
| <p>LAFS.910.RI.2.6 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Author’s Purpose, 316; Persuasive Techniques, 641 TE only: Analyze Rhetorical Devices, 240, 276; Analyze Rhetoric, 595; Analyze Author’s Purpose, 752; Infer Author’s Purpose, 91</p> |
| Cluster 3: Integration of Knowledge and Ideas | |
| <p>LAFS.910.RI.3.7 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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> | <p>SE/TE: Analyze Craft and Structure: Seminal Documents, 289; Inaugural Address (Media/Video), 294-296; Comparing Text to Media: Interview, 318-321</p> |
| <p>LAFS.910.RI.3.8 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Analyze Craft and Structure: Author’s Claims, 97; Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents, 279; Author’s Purpose, 316; Analyzing the Text, 242</p> |
| <p>LAFS.910.RI.3.9 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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> | <p>SE/TE: Analyze Craft and Structure: Seminal Documents, 279, 289; The “Four Freedoms” Speech, 268-278; “Inaugural Address,” 282-288; Prepare to Compare, 292; Writing to Compare, 293; Making Meaning: “Inaugural Address,” 294-296; Writing to Sources: News Report, 297; Performance Task: Write an Informative Essay, 298-303</p> |

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| Cluster 4: Range of Reading and Level of Text Complexity | |
| LAFS.910.RI.4.10 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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts | <p>SE/TE: First-Read: Nonfiction, 290, 224, 232, 268, 282, 308, 418, 470, 634, 738, 786; Independent Learning: First-Read Guide: 118, 250, 354, 484, 648, 806, Close-Read Guide: 119, 251, 355, 485, 649, 807</p> <p><u>Literary nonfiction and informational text selections include the following:</u> How to Tell You're Reading a Graphic Novel- In Pictures, 50; The Dream Collector, 82; Why Do Some Brains Enjoy Fear?, 90; Franz Kafka and Metamorphosis, 186; Revenge of the Geeks, 224; Encountering the Other, 232; The "Four Freedoms Speech", 268; Inaugural Address, 282, 288; Speech at the United Nations, 308; In La Riconanda, Peru, Searching for Beauty in Ugliness, 418; The Thrill of the Chase, 470; Let South Africa Show the World How to Forgive, 634; View From the Empire State Building, 738; The Neglected Senses, 786</p> |
| Strand: WRITING STANDARDS | |
| Cluster 1: Text Types and Purposes | |
| LAFS.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | SE/TE: Whole Class Performance Task: Write an Argument, 190-195; Write an Argument, 614-619; Writing to Sources: Pitch, 184; Visual Analysis, 186; Response to Literature, 211; Argument, 254, 652; Literary Criticism, 602; Resources Tool Kit, R8-R13 |
| 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. | SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Prewriting/Planning, 191, 615; Writing to Sources: Argument, 184; Visual Analysis, 186; Response to Literature, 211; Performance-Based Assessment: Argument, 253-255, 651-653 |
| 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. | SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Prewriting/Planning, 191; Drafting, 616; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254, 652 |

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| <p>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.</p> | <p>SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Create Cohesion: Transitions, 193; Quotations and Paraphrases, 617; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254, 652</p> |
| <p>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.</p> | <p>SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Revising, 194, 618; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254, 652</p> |
| <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning</p> | <p>SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254, 652</p> |
| <p>LAFS.910.W.1.2 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.</p> | <p>SE/TE: Whole Class Performance Task: Write an Explanatory Text, 58-63; Write an Informative Essay, 298-303; Write an Informative Text, 408-413; Writing to Compare: Explanatory Essay, 49; Character Profile, 613; Writing to Sources: Diary Entry (explanatory), 400; Paraphrase, 533; Informative Essay, 358, 488; Explanatory Text, 122; News Report, 297; Response To Literature, 211; Character Analysis, 785; Summary, 8, 132, 264, 368, 498, 662; Resources Tool Kit, R14-R19</p> |
| <p>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.</p> | <p>SE/TE: Whole Class Performance Task: Elements of an Explanatory Essay, 58; Elements of an Informative Text, 408; Prewriting/Planning, 59, 299, 409; Drafting, 300; Performance-Based Assessment: Informative Writing, 357-358, 487</p> |

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| <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> | <p>SE/TE: Whole Class Performance Task: Elements of an Explanatory Essay, 58; Elements of an Informative Text, 408; Prewriting/Planning, 59, 299, 409; Drafting, 300; Revising, 62; Writing to Sources: Movie Pitch, 184; Diary Entry (explanatory), 400; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358</p> |
| <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> | <p>SE/TE: Whole Class Performance Task: Prewriting/Planning, 59; Drafting, 60; Create Cohesion, 301; Revising, 412; Writing to Sources: Movie Pitch, 184; Diary Entry (explanatory), 400; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358</p> |
| <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> | <p>SE/TE: Whole Class Performance Task: Elements of an Informative Text, 408; Prewriting/Planning, 59, 409; Drafting, 60; Revising, 302; Write It: Explain, 98; Writing to Compare: Comparative Essay, 293; Writing to Sources: Diary Entry (explanatory), 400</p> |
| <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> | <p>SE/TE: Whole Class Performance Task: Prewriting/Planning, 59; Drafting, 60; Revising, 302, 412; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358; Writing to Sources: Diary Entry (explanatory), 400</p> |
| <p>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> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &Complex Reasoning</p> | <p>SE/TE: Whole Class Performance Task: Prewriting/Planning, 59; Revising, 62; Drafting, 300, 410; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358; Writing to Sources: Diary Entry (explanatory), 400</p> |

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| LAFS.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | SE/TE: Whole Class Performance Task: Write a Nonfiction Narrative, 728-733; Writing to Sources: Narrative, 81; Poem, 335, 633; Short Story, 441; Dialogue, 726, 785; Diary Entry, 386; Flashback, 785; Retelling, 785; Performance-Based Assessment: Nonfiction Narrative, 809; Resources Tool Kit, R20-R25 |
| 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. | SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Write with Purpose/Drafting, 730; Writing to Sources: Poem, 335; Short Story, 441; Performance-Based Assessment: Nonfiction Narrative, 809 |
| b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Prewriting/Planning, 729; Writing to Sources: Narrative, 81; Poem, 335; Short Story, 441 |
| c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Vary Syntax, 731; Writing to Sources: Poem, 335; Short Story, 441 |
| d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Write with Purpose/Drafting, 730; Writing to Sources: Poem, 335; Short Story, 441 |
| e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning | SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Writing to Sources: Poem, 335; Short Story, 441 |

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| Cluster 2: Production and Distribution of Writing | |
| <p>LAFS.910.W.2.4 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.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Performance Task: Write an Explanatory Text, 58-63; Write an Argument, 190-195; Write an Informative Essay, 298-303; Write an Informative Text, 408-413; Write an Argument, 614-619; Write a Nonfiction Narrative, 728-744; QuickWrite, 9, 119, 133, 251, 265, 355, 369, 485, 499, 649, 663, 807; Writing to Compare, 49, 293, 323, 469, 613; Writing to Sources, 81, 122, 184, 189, 211, 254, 297, 335, 358, 386, 400, 441, 488, 533, 602, 633, 652, 726, 785, 810</p> |
| <p>LAFS.910.W.2.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Performance Task: Prewriting/ Planning, 59, 191, 293, 299, 409, 615, 729; Drafting, 60, 192, 293, 300, 410, 616, 730; Revising, 62, 194, 302, 412, 618, 732; Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Publishing and Presenting, 63, 195, 303, 413, 619, 733</p> |
| <p>LAFS.910.W.2.6 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Speaking and Listening: Visual Presentation, 89; Multimedia Presentation, 360; Performance Task: Present and Deliver a Multimedia Presentation, 350-351; Improve Your Use of Media, 481, 803; Multimedia Presentation, 429</p> |

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| Cluster 3: Research to Build and Present Knowledge | |
| <p>LAFS.910.W.3.7 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.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &Complex Reasoning</p> | <p>SE/TE: Research to Clarify & Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 741, 753, 781, 797; Gather Evidence, 409, 615; Research: Group Presentation, 99, 245, 745; Presentation, 349, 643; Multimedia Presentation, 429; Performance Task: Write an Informative Essay, 298-300; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Conducting Research, R24-R33</p> <p>TE only: Cross-Curricular Perspectives, 6, 131, 167, 169, 230, 263, 292, 660; Digital Perspectives, 225, 727, 771; Research, 45, 178, 299, 303, 504, 537, 564, 807; Challenge, 507</p> |
| <p>LAFS.910.W.3.8 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.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &Complex Reasoning</p> | <p>SE/TE: Performance Task: Write an Informative Essay, 298-300; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 429, 643; Group Presentation, 745; Writing to Sources: Informative Essay, 358; Conducting Research, R24-R33; Research to Clarify & Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 741, 753, 781, 797; Gather Evidence, 409, 615; Research: Group Presentation, 99, 245, 745; Presentation, 349, 643; Multimedia Presentation, 429</p> <p>TE only: Cross-Curricular Perspectives, 6, 131, 167, 169, 230, 263, 292, 660; Digital Perspectives, 225, 727, 771; Research, 45, 178, 299, 303, 504, 537, 564, 807; Challenge, 507</p> |

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| LAFS.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | SE/TE: Writing to Compare: Explanatory Essay, 49; Character Profile, 613; Writing to Sources: Explanatory Text, 122-123; Argument, 254-255, 652-653; Informative Essay, 358-359; Create Cohesion: Quotations and Paraphrases, 617 |
| 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]”). | SE/TE: Analyze Craft and Structure: Practice, 33, 45, 79, 181, 333, 783; Writing to Compare: Explanatory Essay, 49; Character Profile, 613; Writing to Sources: Explanatory Text, 122-123; Create Cohesion: Quotations and Paraphrases, 617 |
| 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”). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning | SE/TE: Analyze Craft and Structure: Practice, 242, 278, 288, 316, 427; Writing to Sources: Explanatory Text, Argument, 254-255, 652-653; Informative Essay, 358-359 |
| Cluster 4: Range of Writing | |
| LAFS.910.W.4.10 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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning | SE/TE: Performance Task: Write an Explanatory Text, 58-63; Write an Argument, 190-195; Write an Informative Essay, 298-303; Write an Informative Text, 408-413; Write an Argument, 614-619; Write a Nonfiction Narrative, 728-744; QuickWrite, 9, 119, 133, 251, 265, 355, 369, 485, 499, 649, 663, 807; Writing to Compare, 49, 293, 323, 469, 613; Writing to Sources, 81, 122, 184, 189, 211, 254, 297, 335, 358, 386, 400, 441, 488, 533, 602, 633, 652, 726, 785, 810 |

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| Strand: STANDARDS FOR SPEAKING AND LISTENING | |
| Cluster 1: Comprehension and Collaboration | |
| LAFS.910.SL.1.1 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. | SE/TE: Discuss It, 2, 120, 125, 126, 252, 257, 258, 356, 361, 362, 486, 491, 492, 597, 650, 655, 656, 720, 808, 813; Present and Discuss, 78, 96, 110, 208, 220, 228, 242, 315, 332, 340, 426, 438, 457, 465, 476, 630, 640, 742, 754, 782, 798; Group Discussion, 132, 323; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Small Group Discussion, 343; Discuss, 727; Oral Presentation, 757, 801 |
| 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. | SE/TE: Group Discussion Tip, 79; Speaking and Listening: Group Presentation, 113; Discuss, 189; Debate, 479; Present and Discuss, 78, 96, 110, 208, 220; Performance Task: Present an Argument (Plan with Your Group), 644-645; Present an Oral Retelling, 802-803 |
| 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. | SE/TE: Small Group Learning: list and apply your rules, 66, 198, 306, 416, 622, 736; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Oral Presentation, 757; Research: Group Presentation, 745 |
| 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. | SE/TE: Speaking and Listening: Debate, 185; Discuss, 189; Small Group Discussion, 343; Debate, 479, 603; Discuss, 727; Oral Presentation, 757; Present and Discuss, 426; Research: Group Presentation, 745; Whole-class Learning Strategies, 10, 134, 266, 370, 500, 664 |
| 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. | SE/TE: Present and Discuss, 88, 242; Speaking and Listening: Debate, 185, 479, 603; Discuss, 189; Speaking and Listening: Debate, 479; Small Group Performance Task: Practice you’re your Group, 645; Small Group Learning: Support Others, 64, 196, 304, 414, 620, 734 |
| <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning | |

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| <p>LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Performance Task: Deliver a Multimedia Presentation, 350-351; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Media Presentation, 231; Multimedia Project, 407; Multimedia Presentation, 360; Research: Digital Presentation, 99; Group Presentation, 745; also see: Media, 82-89, 186-189, 402-407</p> |
| <p>LAFS.910.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Speaking and Listening: Group Presentation, 113; Debate, 185, 479, 603; Media Presentation, 231; Oral Presentation, 757; Present and Discuss, 426; Oral Presentation, 757, 801</p> |
| <p align="center">Cluster 2: Presentation of Knowledge and Ideas</p> | |
| <p>LAFS.910.SL.2.4 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Performance Task: Present an Explanatory Text, 114-115; Present an Argument, 246-247; Deliver a Multimedia Presentation, 350-351; Present an Informative Text, 480-481; Present an Argument, 644-645; Present an Oral Retelling, 802-803; Speaking and Listening: Informational Graphic, 57; Media Presentation, 231; Multimedia Presentation, 360; Oral Interpretation, 400; Oral Presentation, 490, 757; Storytelling, 812; Discuss It, 125, 257; Speaking and Listening: Discuss, 189; Research: Presentation, 349</p> |
| <p>LAFS.910.SL.2.5 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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Presentation, 360; Oral Presentation, 801; Performance Task: Present an Explanatory Text, 114-115; Present an Argument, 246-247; Deliver a Multimedia Presentation, 350-351; Improve Your Use of Media, 481, 803; Research: Presentation, 349; Multimedia Presentation, 429</p> |

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| <p>LAFS.910.SL.2.6 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.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> | <p>SE/TE: Performance Task: Present an Explanatory Text, 114-115; Present an Argument, 246-247; Deliver a Multimedia Presentation, 350-351; Present an Informative Text, 480-481; Present an Argument, 644-645; Present an Oral Retelling, 802-803; Speaking and Listening, 57, 89, 113, 185, 189, 223, 231, 297, 343, 387, 401, 407, 479, 571, 603, 727, 757, 801; Performance-Based Assessment: Speaking and Listening, 124, 256, 360, 490, 654, 802; Discuss It, 2, 120, 125, 126, 252, 257, 258, 356, 361, 362, 486, 491, 492, 597, 650, 655, 656, 720, 808, 813; Present and Discuss, 78, 96, 110, 208, 220, 228, 242, 315, 332, 340, 426, 438, 457, 465, 476, 630, 640, 742, 754, 782, 798</p> |
| <p>Strand: LANGUAGE STANDARDS</p> | |
| <p>Cluster 1: Conventions of Standard English</p> | |
| <p>LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>SE/TE: Performance Task: Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Conventions, 35, 47, 183, 244, 281, 291, 317, 385, 459, 642, 744, 800; Vocabulary and Conventions Connection, 49, 184, 386, 400, 602, 613, 726; Language Development: Conventions, 299, 393, 481; Revising, 302; Speaking and Listening, 387; Writing to Sources, 533; Handbook R57-R65</p> |
| <p>a. Use parallel structure.</p> | <p>SE/TE: Author’s Style: Sentence Variety, 230, Conventions: Rhetorical Devices, 291; Author’s Style: Parallelism, 725 TE only: Understand Parallelism, 283; Analyze Rhetorical Devices, 240; Close Read, 251, 272, 355, 485, 649; Analyze Parallelism, 311, 587; Writing a Speech, 314; How Language Works, 329</p> |

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| <p>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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Conventions: Types of Sentences, 35; Types of Phrases, 47, 183, 244, 280; Adverbial Clauses, 317; Adverbial Phrases, 744; Whole Class Performance Task, 61, 731</p> |
| <p>LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>SE/TE: Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Conventions, 281, 317; Semicolons, 385, 386, 411; Word Study, 110; Grammar Handbook, R63-R64</p> |
| <p>a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.</p> | <p>SE/TE: Conventions: Types of Sentences, 35; Semicolon, 385; Vocabulary and Conventions Connection, 386; Language Development Conventions: Create Cohesion: Conjunctive Adverbs and Semicolons, 411; Grammar Handbook, R63 TE only: Semicolon, 18, 150, 642</p> |
| <p>b. Use a colon to introduce a list or quotation.</p> | <p>SE/TE: Language Development Conventions: Create Cohesion: Quotations and Paraphrases, 617; Grammar Handbook, R63 TE only: Using Quotations, 618</p> |
| <p>c. Spell correctly.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> | <p>SE/TE: Performance Task: Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Grammar Handbook, R64-R65</p> |

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| Cluster 2: Knowledge of Language | |
| LAFS.910.L.2.3 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. | SE/TE: Conventions, 35, 47, 183, 244, 281, 291, 317, 385, 459, 642, 744, 800; Vocabulary and Conventions Connection, 49, 184, 386, 400, 602, 613, 726; Author’s Style: Domain Vocabulary, 98; Word Study: Adverbs, 78; Word Study, 630 |
| a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning | SE/TE: Research: Group Presentation, 99, 245; Multimedia Presentation, 429; Whole Class Performance Task: Gather Evidence, 299; Research: Incorporating Research into Writing, R30-R31; Format For Citing Sources, R32; MLA Style for Listing Sources, R33 |
| Cluster 3: Vocabulary Acquisition and Use | |
| LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies. | SE/TE: Word Study: Multiple-Meaning Words, 332; Word Network, 7, 131, 263, 367, 497, 661; Concept Vocabulary, 12, 34, 36, 46, 50, 56, 68, 78, 90, 96, 100, 110, 136, 182, 200, 208, 212, 220, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 332, 336, 340, 372, 384, 388, 398, 418, 426, 430, 438, 442, 457, 460, 465, 470, 476, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 634, 640, 699, 702, 724, 738, 742, 746, 754, 758, 782, 786, 798; Word Choice, 553 TE only: Multiple Meaning Words, 83, 143, 165, 235, 285, 524, 561, 573, 585, 661 |
| 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. | SE/TE: Context Clues, 68, 200, 224, 226, 324, 336, 424, 430, 433, 435, 442, 460, 470, 472, 473, 624, 627, 746, 749, 751, 786, 790, 796; Practice, 34, 56, 78, 96, 110, 208, 228, 340, 426, 630, 640; also see: Word Network, TE only: Concept Vocabulary, 69, 75, 93, 105, 203, 217, 327, 329, 420, 444, 445, 447, 628 |
| b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). | SE/TE: Patterns of Word Changes, 46; Word Study, 96, 110, 208, 220, 340, 384, 398, 426, 465, 640, 699, 742, 782, 798; Concept Vocabulary, 100, 268, 308, 418; Practice, 279; Media Vocabulary, 318 |

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| <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> | <p>SE/TE: Word Study, 34, 228, 290, 310, 340, 398, 457, 531, 551, 569; Domain Vocabulary, 98; Concept Vocabulary, 200, 212, 220, 224, 336, 438, 699, 742, 754 TE only: Personalize for Learning, 15, 234; Vocabulary Development, 154; Concept Vocabulary, 217</p> |
| <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> | <p>SE/TE: Academic Vocabulary, 5, 129, 261, 365, 495, 659; Domain Vocabulary, 98; Concept Vocabulary, 212, 220, 224, 336, 742, 754; Word Study, 398, 531, 551, 569</p> |
| <p>LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>SE/TE: Analyze Craft and Structure: Figurative Language, 333, 743, 755; Poetic Forms, 439; Poetic Structure, 552; Author's Style: Word Choice, 342, 428, 553; Word Study: Connotation and Denotation, 34, 182, 228, 438, 457, 600, 724; Unit Goals: 4; Concept Vocabulary, 46, 68</p> |
| <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> | <p>SE/TE: Analyze Craft and Structure: Figurative Language, 333, 743, 755; Poetic Forms, 439; Poetic Structure, 552; Author's Style: Word Choice, 342, 428, 553; Close Read, 556 TE only: Figurative Language, 25, 218, 238, 284, 327, 343, 455, 533, 546, 675, 687, 703, 764; Analyzing Oxymoron, 519; Analyze Simile, 71; Analyze Personification, 103; Analyze Imagery, 108, 607, 739, 780; Small Group Close Reading, 215, 432; Write a Poem, 219; Specific Details, 334; Analyze Metonymy, 558; Personification, 628; Close Read, 677; Idioms, 144</p> |
| <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p> | <p>SE/TE: Word Study: Connotation and Denotation, 34, 182, 228, 438, 457, 600, 724; Concept Vocabulary, 68, 430 TE only: Analyze Denotation and Connotation, 474; Discuss, 225; Connotations, 341</p> |

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| <p>LAFS.910.L.3.6 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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p> | <p>SE/TE: Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Word Network, 7, 131, 263, 367, 497, 661; Concept Vocabulary, 12, 34, 36, 46, 50, 56, 68, 78, 90, 96, 100, 110, 136, 182, 200, 208, 212, 220, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 332, 336, 340, 372, 384, 388, 398, 418, 426, 430, 438, 442, 457, 460, 465, 470, 476, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 634, 640, 699, 702, 724, 738, 742, 746, 754, 758, 782, 786, 798; Media Vocabulary, 82, 88, 186, 188, 294, 296, 318, 321, 344, 402, 406</p> <p>TE only: Concept Vocabulary, 69, 75, 93, 101, 104, 105, 154, 203, 204, 205, 226, 235, 236, 309, 310, 329, 338, 419, 420, 433, 435, 444, 447, 462, 471, 473, 627, 628, 637, 682, 749, 752, 768, 776, 787, 790</p> |