Houghton Mifflin Harcourt
Collections ©2015
Grade 10

correlated to the

Oklahoma Academic Standards
English Language Arts
Grade 10

Standard	Descriptor	Citations
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.		
Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.		
1	Apply knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	**SE/TE:** 2, 5, 11, 20, 26, 28, 34, 50, 53, 57, 62, 73, 80, 92, 97, 104, 127, 129, 130, 132, 133, 141, 154, 179, 183, 184, 185, 188a, 189, 202, 204, 207, 235, 242, 250, 259, 272, 299, 304, 318, 321, 325, 339, 342, 346, 349, 353, 362, R50-R55
2	Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.	**SE/TE:** R52-R53
3	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	**SE/TE:** 77, 127, 133, 169, 183, 185, 188a, 299, 308, R50, R52-R53, R54-R55
4	Discriminate between connotative and denotative meanings and interpret the connotative power of words.	**SE/TE:** 18, 33, 37, 38a, 62, 70a, 99, 205, 216, 254, 309, 331, 354, 358, 373, 376a, R53, R62
5	Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.	**SE/TE:** 11, 28, 127, 129, 132, 133, 183, 185, 188a, 299, 339, R50
Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.		
1	Literal Understanding	
1.a	Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.	**SE/TE:** 13, 14, 15, 61, 62, 63, 64, 65, 66, 129, 130, 131, 132, 133, 136a, 141, 142–143, 144a, 161, 163, 164, 165, 166, 167, 184, 185, 186 **TE/Close Reader:** 144b-144e, 170b-170e

Standard	Descriptor	Citations
1.b	Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).	**SE/TE:** 61, 62, 63, 65, 66, 67, 70a, 129, 130, 131, 132, 133, 136a, 170a, 184, 185, 186, 187, 188a, 321, 327, 341, 342, 343, 344, 345, 346, 347, 348, 350a, R16-R22 **TE/Close Reader:** 24f-24i, 70b-70e, 188b-188e, 340b-340g
1.c	Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).	**SE/TE:** 15, 54, 58a, 66, 82a, 157, 158, 173, 175, 212, 214, 217, 220, 224, 226, 229, 230, 233, 258, 283, 372a, 374, R69
1.d	Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).	**SE/TE:** 70, 136, 197-200, 210, R3, R5, R74
2	Inferences and Interpretation	
2.a	Use elements of the text to defend responses and interpretations.	**SE/TE:** 3, 4, 5, 6, 8, 25, 39, 40, 40a, 40b, 59, 71, 72, 74, 79, 80, 81, 82b, 93, 94, 95, 96, 97, 98, 99, 100, 102, 104, 105, 106, 106a, 109, 111, 113, 114, 117, 118, 119, 120, 121, 122, 125, 137, 138, 139, 140a, 156, 157, 158, 160a, 171, 172, 176, 179, 180, 182a, 190, 191, 222, 224, 230, 232, 233, 234, 236, 238, 239, 241, 246, 249, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 282, 301, 311, 312b, 361, 362, 363, 364, 365, 366, 367, 368, 369, 373, 374 **TE/Close Reader:** 12b-12g, 58b-58g, 78b-78m, 128b-128e, 160b-160g, 292b-292o, 372b-372g
2.b	Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience	**SE/TE:** 14a, 21, 94, 96, 97, 100, 101, 102, 105, 106a, 129, 130, 131, 132, 133, 326 **TE/Close Reader:** 24b-24e, 24f-24i, 58b-58g, 70b-70e, 144b-144e, 170b-170e, 188b-188e, 340b-340g
2.c	Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).	**SE/TE:** 3, 12b, 13, 15, 24b, 24f, 39, 51, 53b, 70b, 78b, 79, 141, 144b, 160b, 161, 170b, 171, 188b, 189, 203, 292b, 293, 295, 301, 309, 319, 340b, 341, 351, 359, 361
3	Summary and Generalization	
3.a	Determine the main idea, locate and interpret minor or subtly stated details in complex passages.	**SE/TE:** 55, 142, 144a, 167, 370, R16, R68-R69
3.b	Use text features and elements to support inferences and	**SE/TE:** 60, 65, 211, 323, 340, 342, 343, 344, 346

Standard	Descriptor	Citations
	generalizations about information.	
3.c	Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.	**SE/TE:** 15, 24a, 51-55, 58a, 61, 63, 129, 141, 142–143, 144a, 161-167, 170a, 183, 188a, 296 **TE/Close Reader:** 24b-24e, 58b-58g, 144b-144e, 170b-170e, 188b-188e
4	Analysis and Evaluation	
4.a	Discriminate between fact and opinion and fiction and nonfiction.	**SE/TE:** 66, 329, 343, R5, R65
4.b	Evaluate deceptive and/or faulty arguments in persuasive texts.	**SE/TE:** 20, 66, 203, 207, 208, 209a, 319, 320, 321, 324, 325, 326, 327, 328, 329, 332, 333, 334, 335, 336, 337, 340a, 352, 353, 356, R16-R22 **TE/Close Reader:** 70b-70e
4.c	Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	**SE/TE:** 3-8, 12a, 13, 14, 15, 25-34, 35, 39, 59, 60a, 63, 64, 65, 66, 71, 73, 74, 75, 75, 78a, 80, 93-105, 107-125, 129, 130, 131, 132, 133, 136a. 141, 142-143, 144a, 156, 157, 158, 160a, 161, 163, 164, 165, 166, 167, 171, 172, 173, 174, 175, 177, 178, 179, 180, 184, 185, 186, 192b, 210-212, 214, 219, 227, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 245-259, 268, 274, 282, 284, 312b, 376a **TE/Close Reader:** 12b-12g, 78b-78m, 144b-144e, 160b-160g, 170b-170e
4.d	Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.	**SE/TE:** 3-8, 12a, 13, 14, 15, 25-34, 35, 39, 59, 60a, 63, 64, 65, 66, 71, 73, 74, 75, 75, 78a, 80, 93-105, 107-125, 129, 130, 131, 132, 133, 136a. 141, 142-143, 144a, 156, 157, 158, 160a, 161, 163, 164, 165, 166, 167, 171, 172, 173, 174, 175, 177, 178, 179, 180, 184, 185, 186, 192b, 210-212, 214, 219, 227, 232, 234, 235, 236, 237, 238, 239, 240, 241, 242, 245-259, 268, 274, 282, 284, 312b, 376a **TE/Close Reader:** 12b-12g, 78b-78m, 144b-144e, 160b-160g, 170b-170e
Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.		
1	Literary Genres - Demonstrate knowledge of and an appreciation for various forms of literature.	
1.a	Analyze the characteristics of genres including short story,	**SE/TE:** 3-8, 25-34, 71-74, 97, 156, 157, 158, 160a, 171-179, 192b, 210, 2174, 219, 227, 246, 247, 248, 252, 255, 257, 259, 260, 277, 278, 286,

Standard	Descriptor	Citations
	novel, drama, narrative and lyric poetry, and essay.	291, 301-305, 361-369, R59, R64, R66, R68, R69, R72, R74 **TE/Close Reader:** 73, 79, 91, 160f, 292c-292o
1.b	Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.	**SE/TE:** 18-20, 21, 22, 189, 306, 307, 308a, R64, R68, R69, R73
2	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.	
2.a	Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view with emphasis on how they are addressed and resolved.	**SE/TE:** 13, 14a, 40b, 52, 58a, 61, 62-66, 67, 70a, 162, 203-207, 208, 209a, 296, 322, 323, 326, 330, 331, 334, 352, 353, 354, 355, 356, R16, R17, R19-R22
2.b	Explain how an author's viewpoint, or choice of a narrator, affects the characterization and the tone, plot, mood and credibility of a text.	**SE/TE:** 13, 14, 14a, 22, 40b, 52, 58a, 61-67, 68, 70a, 162, 168, 203, 204, 208, 209a, 296, 298, 322, 323, 326, 330, 331, 334, 348, 352-356, 357, 360, R16-R22
2.c	Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).	**SE/TE:** 9, 94, 102, 109, 117, 122, 245-249, 250, 252, 286, 288, 370, R60
2.d	Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.	**SE/TE:** 37, 55, 56, 75, 76, 81, 135, 159, 205, 231, 248, 250, 251, 252, 280, 311, 358
2.e	Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).	**SE/TE:** 35, 171, 175, 180, 212, 223, 231
3	Figurative Language and Sound Devices: Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.	
3.a	Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.	**SE/TE:** 72, 75, 79, 80, 81, 114, 135, 137, 138, 160a, 166, 237, 238, 311, 310, 374, R53, R59, R67, R69, R71, R74, R77
3.b	Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.	**SE/TE:** 116, 156, 158, R59, R70. R73
3.c	Analyze the melodies of literary language, including its use of	**SE/TE:** 156, 158, 160a, 248, R69, R73

4

Standard	Descriptor	Citations
	evocative words, rhythms and rhymes.	
4	Literary Works - The student will read and respond to historically and culturally significant works of literature.	
4.a	Analyze and evaluate works of literature and the historical context in which they were written.	**SE/TE:** 10, 24a, 40b, 60a, 82b, 87, 107, 108, 126, 297, 298, 300a, 312a, 338 **TE/Close Reader:** 160b-160g
4.b	Analyze and evaluate literature from various cultures to broaden cultural awareness.	**SE/TE:** 3, 4, 5, 8, 9, 12a, 40b, 101, 171-180, 182a, 190, 191, 300a
4.c	Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	**SE/TE:** 210, 217, 278, 286, R59 **TE/Close Reader:** 73, 79, 91
Standard 4: Research and Information - The student will conduct research and organize information.		
1	Accessing Information - Select the best source for a given purpose.	
1.a	Access information from a variety of primary and secondary sources.	**SE/TE:** 83-86, R8-R11 **Digital Collections/Lessons:** Conducting Research • Types of Sources • Using the Library for Research • Using the Internet for Research Evaluating Sources • Introduction • Evaluating Sources for Usefulness • Evaluating Sources for Reliability Using Textual Evidence • Summarizing, Paraphrasing, and Quoting • Attribution
1.b	Skim text for an overall impression and scan text for particular information.	**SE/TE:** 73
1.c	Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast,	**SE/TE:** 14a, 21, 94, 96, 97, 100, 101, 102, 105, 106, 106a, 129, 130, 131, 132, 133, 326, 329; Close Reader: 24b-24e, 24f-24i, 58b-58g, 70b-

Standard	Descriptor	Citations
	cause/effect, problem/solution, sequential order).	70e, 144b-144e, 170b-170e, 188b-188e, 340b-340g
2	Interpreting Information - Analyze and evaluate information from a variety of sources.	
2.a	Summarize, paraphrase, and/or quote relevant information.	**SE/TE:** 40b, 145-148, 192a, R14-R15 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing, and Quoting • Attribution
2.b	Determine the author's viewpoint to evaluate source credibility and reliability.	**SE/TE:** 13, 14, 14a, 40b, 52, 58a, 61, 62, 63, 64, 65, 66, 67, 70a, 162, 203, 204, 208, 209a, 296, 322, 323, 326, 330, 331, 334, 352, 353, 354, 355, 356, R16, R17, R19-R22
2.c	Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	**SE/TE:** 8, 10, 16, 20, 39, 40a, 54, 56, 66, 74, 82, 87–90, 105, 132, 145–148, 157, 168, 207, 230, 243, 259, 276, 277, 289, 297, 298, 305, 310, 336, 347, 369, 374, 375, R12-R13, R14-R15 **TE/Close Reader:** 24b-24e **Digital Collections/Lessons:** Participating in Collaborative Discussions • Preparing for Discussion • Speaking Constructively
2.d	Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	**SE/TE:** 39, 40b, 213, 319, 359, 360, 360a

Writing/grammar/ mechanics and usage. The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process - The student will use the writing process to write coherently.

1	Use a writing process to develop and refine composition skills. Students are expected to:	
1.a	use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.	**SE/TE:** 46, 83, 134, 149, 197, 313, 377 **Digital Collections/Lessons:**

Standard	Descriptor	Citations
		Writing as a Process • Task, Purpose, and Audience • Planning and Drafting
1.b	analyze audience and purpose:	
1.b.i	consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion	**SE/TE:** 46, 83, 134, 149, 197, 313, 377 **Digital Collections/Lessons:** Writing as a Process • Task, Purpose, and Audience • Planning and Drafting
1.b.ii	analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task	**SE/TE:** 46, 83, 134, 149, 197, 313, 377 **Digital Collections/Lessons:** Writing as a Process • Task, Purpose, and Audience • Planning and Drafting
1.c	analyze appropriate mode/genre.	**SE/TE:** 46, 83, 134, 149, 197, 313, 377 **Digital Collections/Lessons:** Writing as a Process • Task, Purpose, and Audience • Planning and Drafting
1.d	develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.	**SE/TE:** 45-48, 83-86, 149-152, 197-200, 313-316, 377-380 **Digital Collections/Lessons:** Producing and Publishing with Technology • Introduction • Writing for the Internet • Interacting with Your Online Audience • Using Technology to Collaborate
1.e	revise for appropriateness of organization, content, and style.	**SE/TE:** 47, 85, 151, 199, 315, 379 **Digital Collections/Lessons:**

Standard	Descriptor	Citations
		Writing as a Process • Revising and Editing
1.f	edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.	**SE/TE:** 48, 86, 152, 200, 316, 380 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
1.g	refine selected pieces to publish for general and specific audiences.	**SE/TE:** 48, 86, 152, 200, 316, 380 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
2	Use elaboration to develop an idea:	
2.a	draft a text with a clear controlling idea or thesis.	**SE/TE:** 45-48, 83-86, 188a, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Writing Informative Texts • Developing a Topic • Introductions and Conclusions • Elaboration
2.b	develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.	**SE/TE:** 45-48, 83-86, 188a, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Writing Informative Texts • Developing a Topic • Introductions and Conclusions • Elaboration
2.c	apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue	**SE/TE:** 45-48, 83-86, 188a, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Writing Informative Texts • Developing a Topic • Introductions and Conclusions

Standard	Descriptor	Citations
		• Precision Language and Vocabulary
2.d	apply a consistent and appropriate point of view.	**SE/TE:** 45-48, 83-86, 188a, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Writing Informative Texts • Developing a Topic • Introductions and Conclusions
2.e	understand and apply formal and informal diction	**SE/TE:** 45-48, 83-86, 188a, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Writing Informative Texts • Developing a Topic • Introductions and Conclusions • Formal Style
3	Demonstrate organization, unity, and coherence by using transitions and sequencing:	
3.a	read the draft from the intended audience's point of view to evaluate clarity of purpose.	**SE/TE:** 47, 85, 151, 199, 315, 379 **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting • Revising and Editing
3.b	evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.	**SE/TE:** 47, 85, 151, 199, 315, 379 **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting • Revising and Editing
3.c	evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent	**SE/TE:** 46, 84, 134, 150, 198, 314, 378 **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting • Revising and Editing

Standard	Descriptor	Citations
3.d	evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.	**SE/TE:** 47, 85, 151, 199, 315, 379 **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting • Revising and Editing
3.e	evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.	**SE/TE:** 47, 85, 151, 199, 315, 379 **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting • Revising and Editing
3.f	evaluate whether sentence structures are varied in type, length, and complexity.	**SE/TE:** 47, 85, 151, 199, 315, 379 **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting • Revising and Editing
4	Editing/proofreading and evaluating: Use precise word choices, including figurative language, that convey specific meaning:	
4.a	apply Standard English usage, spelling and mechanics to text.	**SE/TE:** 48, 86, 152, 200, 316, 380 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
4.b	correct errors in grammatical conventions.	**SE/TE:** 48, 86, 152, 200, 316, 380 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
4.c	employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.	**SE/TE:** 48, 86, 152, 200, 316, 380 **Digital Collections/Lessons:** Writing as a Process

Standard	Descriptor	Citations
		• Revising and Editing
4.d	use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).	**SE/TE:** R9-R11 **Digital Collections/Lessons:** Using Textual Evidence • Attribution
4.e	demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.	**SE/TE:** 17, 45-48, 83-86, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Writing Informative Texts • Elaboration
5	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	**SE/TE:** 47, 85, 151, 199, 315, 379 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
6	Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing).	**SE/TE:** 47, 151, 199, 315, 379
**Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.**	
1	Compose fictional, biographical or autobiographical narratives or short stories that:	
1.a	establish and develop dynamic and static characters including character motivation, gestures, and feelings.	**SE/TE:** 197-200, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Narrative Context • Point of View and Characters • Narrative Structure • The Language of Narrative
1.b	establish and develop a plot that effectively communicates the	**SE/TE:** 197-200, R6-R7

Standard	Descriptor	Citations
	overall theme and establishes significant events	**Digital Collections/Lessons:** Writing Narratives • Narrative Context • Point of View and Characters • Narrative Structure • The Language of Narrative
1.c	establish and maintain a consistent point of view especially third person limited or omniscient point of view.	**SE/TE:** 197-200, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Point of View and Characters • Narrative Structure • Narrative Techniques • The Language of Narrative
1.d	establish and develop a setting within a narrative that is relevant to the overall meaning of the work.	**SE/TE:** 197-200, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Narrative Context • Point of View and Characters • Narrative Structure • The Language of Narrative
1.e	use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.	**SE/TE:** 197-200, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Narrative Context • Point of View and Characters • Narrative Structure • The Language of Narrative
1.f	present action segments to accommodate changes in time and mood.	**SE/TE:** 197-200, R6-R7 **Digital Collections/Lessons:**

Standard	Descriptor	Citations
		Writing Narratives • Narrative Context • Point of View and Characters • Narrative Structure • The Language of Narrative
2	Compose expository compositions, including analytical essays and research reports that:	
2.a	integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives.	**SE/TE:** 45-48, 83-86, 188a, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Writing Informative Texts • Developing a Topic • Elaboration • Precise Language and Vocabulary
2.b	communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently.	**SE/TE:** 45-48, 83-86, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing, and Quoting • Attribution
2.c	integrate a variety of suitable, credible reference sources, such as print, pictorial, audio, and reliable Internet sources.	**SE/TE:** 45-48, 83-86, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Writing Informative Texts • Using Graphics and Multimedia Evaluating Sources • Introduction • Evaluating Sources for Usefulness • Evaluating Sources for Reliability
2.d	integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs	**SE/TE:** 45-48, 83-86, 134, 188a, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Writing Informative Texts • Using Graphics and Multimedia

Standard	Descriptor	Citations
2.e	identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly.	**SE/TE:** 149-152, 377-380, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Support: Reasons and Evidence • Building Effective Support
2.f	use technical terms and notations accurately.	**SE/TE:** 149-152, 377-380, R2-R3 **Digital Collections/Lessons:** Writing Informative Texts • Precise Language and Vocabulary
3	Compose persuasive/argumentative compositions that:	
3.a	include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	**SE/TE:** 149-152, 377-380, R2-R3 **Digital Collections/Lessons:** Writing Arguments • What Is a Claim? • Creating a Coherent Argument
3.b	use exposition, narration, description, and argumentation to support the main argument.	**SE/TE:** 149-152, 377-380, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Building Effective Support • Creating a Coherent Argument • Using Persuasive Techniques
3.c	use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to emotion or ethical beliefs, or relating to a personal anecdote, case study, or analogy.	**SE/TE:** 152, 380, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Support: Reasons and Evidence • Building Effective Support • Creating a Coherent Argument • Persuasive Techniques

Standard	Descriptor	Citations
3.d	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	**SE/TE:** 152, 380, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Support: Reasons and Evidence • Building Effective Support • Concluding Your Argument
3.e	effectively address reader's concerns, counterclaims, biases, and expectations.	**SE/TE:** 152, 380, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Support: Reasons and Evidence • Building Effective Support • Creating a Coherent Argument • Persuasive Techniques
4	Create documents related to career development that:	
4.a	follow conventional format for email, formal letter, or memorandum.	**SE/TE:** 36, 38a, R77 **Digital Collections/Lessons:** Writing Informative Texts • Organizing Ideas • Formal Style
4.b	provide clear and purposeful information and address the intended audience appropriately.	**SE/TE:** 36, 38a, R77 **Digital Collections/Lessons:** Writing Informative Texts • Organizing Ideas • Precise Language and Vocabulary • Formal Style
4.c	use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the intended audience.	**SE/TE:** 38a, R77 **Digital Collections/Lessons:** Writing Informative Texts

Standard	Descriptor	Citations
		• Organizing Ideas • Precise Language and Vocabulary
5	Compose reflective papers that may address one of the following purposes:	
5.a	express the individual's insight into conditions or situations detailing the author's role in the outcome of the event as well as an outside viewpoint.	**SE/TE:** 45-48, 83-86, 134, 188a, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Writing Informative Texts • Developing a Topic • Organizing Ideas
5.b	connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.	**SE/TE:** 66, 134, 181, 307
5.c	complete a self-evaluation on a class performance.	N/A
6	Use appropriate essay test-taking and time-writing strategies that:	
6.a	budget time for prewriting, drafting, revising, and editing.	N/A
6.b	prioritize the question/prompt.	N/A
6.c	identify the common directives from the prompt (identify command verbs: explain, compare, evaluate, define, and develop, etc.)	N/A
6.d	analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.	N/A
6.e	apply appropriate organizational methods to thoroughly address the prompt.	N/A
7	Compose responses to literature that:	
7.a	integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.	**SE/TE:** 22, 45-48, 134, 159, 181, 313-316, 338 **Digital Collections/Lessons:** Writing Informative Texts • Elaboration Using Textual Evidence • Synthesizing Information • Summarizing, Paraphrasing and Quoting

Standard	Descriptor	Citations
7.b	evaluate the impact of genre, historical, and cultural context on the work.	**SE/TE:** 4, 5, 8, 12a, 101, 182, 264
7.c	evaluate the impact of literary elements/devices and complexities within the work.	**SE/TE:** 22, 45-48, 134, 159, 181, 313-316, 338 **Digital Collections/Lessons:** Writing Informative Texts • Elaboration
7.d	extend writing by changing mood, plot, characterization, or voice.	**SE/TE:** 197-200, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Narrative Context • Point of View and Characters • Narrative Structure • Narrative Techniques • The Language of Narrative
8	Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that:	
8.a	incorporates relevant integrated quotations, summary, and paraphrase with commentary.	**SE/TE:** 45-48, 83-86, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing, and Quoting • Attribution
8.b	includes internal citations.	**SE/TE:** 45-48, 83-86, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing, and Quoting • Attribution
8.c	contains a works cited/bibliography.	**SE/TE:** 45-48, 83-86, 313-316, R4-R5, R8-R11 **Digital Collections/Lessons:** Using Textual Evidence

Standard	Descriptor	Citations
	• Summarizing, Paraphrasing, and Quoting • Attribution	
Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.		
1	Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.	
1.a	Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	**SE/TE:** R57-R58
1.b	Use nominative, objective, possessive nouns.	**SE/TE:** R23, R30, R57
1.c	Use abstract, concrete, and collective nouns.	**SE/TE:** 32, R23, R49
1.d	Use correct verb forms and tenses.	**SE/TE:** 59, R34-R35
1.e	Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.	**SE/TE:** R46, R47, R48, R49
1.f	Distinguish transitive, intransitive, and linking verbs.	**SE/TE:** 222, R24, R33
1.g	Distinguish active and passive voice.	**SE/TE:** 26, R35
1.h	Use correct pronoun/antecedent agreement and clear pronoun reference.	**SE/TE:** R30-R31, R33
1.i	Use correct forms of positive, comparative, and superlative adjectives.	**SE/TE:** R36-R37
1.j	Use correct form of conjunction (coordinating, correlating, or subordinating).	**SE/TE:** 182, R24
1.k	Use appositives and verbals in compositions.	**SE/TE:** R40-R42
2	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing.	
2.a	Apply capitalization rules appropriately in writing.	**SE/TE:** 47, 151, 315, 379, R28-R29
2.b	Punctuate in writing including:	
2.b.i	commas	**SE/TE:** R26
2.b.ii	quotation marks	**SE/TE:** R28
2.b.iii	apostrophes, colons, and semicolons	**SE/TE:** 78, 240, 278, 350, 372, R26-R27

Standard	Descriptor	Citations
2.b.iv	ellipsis	**SE/TE:** R28
2.b.v	hyphens, dashes, parentheses, and brackets	**SE/TE:** 78, 131, 160, R27
2.c	Demonstrate correct use of punctuation in research writing including:	
2.c.i	formal outline	**SE/TE:** 42, 146, 194, 198, 378
2.c.ii	parenthetical documentation	**SE/TE:** R9
2.c.iii	works cited/bibliography	**SE/TE:** R9, R10, R77
2.d	Use correct formation of plurals.	**SE/TE:** R23, R30, R56
2.e	Use correct spelling including:	
2.e.i	commonly misspelled words and homonyms	**SE/TE:** R54, R57-R58
2.e.ii	spell consonant changes correctly (example recede/recession; transmit/transmission)	**SE/TE:** R55, R56, R57
2.e.iii	spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)	**SE/TE:** 23, 69, 188, 270, 308, 335, R51,R52, R56
3	Sentence structure. The student will demonstrate appropriate sentence structure in writing.	
3.a	Identify and use parallel structure.	**SE/TE:** 60, 170, 211, 323, 340, R45, R70
3.b	Correct dangling and misplaced modifiers.	**SE/TE:** R37, R38
3.c	Correct run-on sentences.	**SE/TE:** R46
3.d	Correct fragments.	**SE/TE:** R46
3.e	Correct comma splices.	**SE/TE:** R46
3.f	Use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.	**SE/TE:** 24, R42-R43
3.g	Use a variety of sentence structures and lengths to create a specific effect.	**SE/TE:** 372a, R38, R44-R45

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Standard 1: Listening – The student will listen for information and for pleasure.

Standard	Descriptor	Citations
1	Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's messages.	**SE/TE:** 8, 13, 16, 20, 34, 39, 54, 59, 66, 74, 80, 82, 87-90, 105, 106, 125, 126, 128, 132, 134, 138, 141, 145-148, 157, 160a, 166, 168, 179, 186, 190, 207, 230, 243, 244, 259, 276, 277, 289, 293, 297, 298, 305, 310, 336, 347, 359, 360, 369, 374, 375, R12-R13, R14-R15 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Introduction • Preparing for Discussion • Establishing and Following Procedure • Speaking Constructively • Listening and Responding • Wrapping Up Your Discussion
2	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances	**SE/TE:** 8, 13, 16, 20, 34, 39, 54, 59, 66, 74, 80, 82, 87-90, 105, 106, 125, 126, 128, 132, 134, 138, 141, 145-148, 157, 160a, 166, 168, 179, 186, 190, 207, 230, 243, 244, 259, 276, 277, 289, 293, 297, 298, 305, 310, 336, 347, 359, 360, 369, 374, 375, R12-R13, R14-R15 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Preparing for Discussion • Establishing and Following Procedure • Speaking Constructively • Listening and Responding Analyzing and Evaluating Presentations • Analyzing a Presentation
3	Evaluate informative and persuasive presentations of peers, public figures, and media presentations.	**SE/TE:** 40, 40a, 40b, 145-148, 192, R14-R15 **Digital Collections/Lessons:** Analyzing and Evaluating Presentations • Analyzing a Presentation • Evaluating a Speaker's Reliability • Tracing a Speaker's Argument • Rhetoric and Delivery
4	Use feedback to evaluate own effectiveness and set goals for	**SE/TE:** 40a, 58a, 87-90, 145-148, 376b, R12-R13, R14-R15

Standard	Descriptor	Citations
	future presentations.	**Digital Collections/Lessons:** Participating in Collaborative Discussions • Listening and Responding • Wrapping Up Your Discussion
Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.		
1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	**SE/TE:** 8, 13, 16, 20, 34, 39, 54, 59, 66, 74, 80, 82, 87-90, 105, 106, 125, 126, 128, 132, 134, 138, 141, 145-148, 157, 160a, 166, 168, 179, 186, 190, 207, 230, 243, 244, 259, 276, 277, 289, 293, 297, 298, 305, 310, 336, 347, 359, 360, 369, 374, 375, R12-R13, R14-R15 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Establishing and Following Procedure • Speaking Constructively • Listening and Responding • Wrapping Up Your Discussion Giving a Presentation • Knowing Your Audience • The Content of Your Presentation • Style in Your Presentation
2	Prepare, organize, and present a variety of informative and persuasive messages effectively.	**SE/TE:** 40a, 40b, 41-44, 128a, 193-196, R14-R15 **Digital Collections/Lessons:** Giving a Presentation • Introduction • Knowing Your Audience • The Content of Your Presentation • •tyle in Presentation
3	Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.	**SE/TE:** 40a, 40b, 41-44, 128a, 193-196, R14-R15 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Preparing for Discussion

Standard	Descriptor	Citations
		• Establishing and Following Procedure • Speaking Constructively • Listening and Responding Giving a Presentation • Style in Presentation • Delivering Your Presentation
Visual Literacy: The student will interpret, evaluate, and compose visual messages.		
Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meaning.		
1	Identify the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, and attitudes).	**SE/TE:** R19, R20, R60, R75
2	Investigate how symbols, images, sound, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).	**SE/TE:** 13, 141, 293
Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.		
1	Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.	**SE/TE:** 144a, 294a
2	Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).	N/A
Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.		
1.	Investigate and present the sources of a media presentation or production such as who made it and why it was made.	N/A
2.	Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.	**SE/TE:** 144a, 294a