

Correlation to the  
**Common Core State Standards  
for English Language Arts,  
Grade 10**



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Grade 10**



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Grade 10**

correlated to the

**Common Core State Standards  
English Language Arts  
Grade 10**

CCSS Standards	HMH Collections (TE pages in BOLD)
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
RL.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.	<b>INSTRUCTION</b> <b>Student Edition/Teacher’s Edition:</b> <b>3, 4, 5, 6, 8, 25, 39, 40, 40a, 40b, 59, 71, 72, 74, 79, 80, 81, 81, 82b, 93, 94, 95, 96, 97, 98, 99, 100, 102, 104, 105, 106, 106, 106a, 109, 111, 113, 114, 117, 118, 119, 120, 121, 122, 125, 137, 138, 139, 139, 140a, 156, 157, 158, 158, 160a, 171, 172, 176, 179, 180, 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, 311, 312b, 361, 362, 363, 364, 365, 366, 367, 368, 369, 373, 374</b>  <b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>3–8, 3–8, 25, 25, 39, 39, 40a, 40b, 59, 59, 71–74, 71–74, 79–80, 79–80, 82b, 93–105, 93–105, 106a, 107–125, 107–125, 137–138, 137–138, 140a, 156–157, 156–157, 160a, 171–179, 171–179, 182a, 190–191, 190–191, 222, 222, 224, 224, 230, 230, 232–243, 232–243, 246, 246, 249, 249, 261–276, 261–276, 282, 282, 301, 301, 310, 310, 312b, 361–369, 361–369, 373–374, 373–374</b>

CCSS Standards		HMH Collections (TE pages in BOLD)
		<p><b>Close Reader/Teacher’s Edition</b>  3–8, <b>12b–12g</b>, 17–22, <b>58b–58g</b>, 27–44, <b>78b–78m</b>,  47–50, <b>128b–128e</b>, 57–62, <b>160b–160g</b>, 73–96, <b>292b–292o</b>, 105–112,  <b>372b–372g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  10, <b>10</b>, 36, <b>36</b>, 40, <b>40</b>, 60, <b>60</b>, 76, <b>76</b>, 82, <b>82</b>, 106, <b>106</b>, 126, <b>126</b>, 139,  <b>139</b>, 159, <b>159</b>, 181, <b>181</b>, 192, <b>192</b>, 231, <b>231</b>, 244, <b>244</b>, 260, <b>260</b>, 277,  <b>277</b>, 291, <b>291</b>, <b>298</b>, 307, <b>307</b>, 312, <b>312</b>, 371, <b>371</b>, 375, <b>375</b></p>
RL.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>27, 32, 39, 40, 40, 40b, 59, 60, 60, 60a, 74, 79, 80, 81, 81, 82b, 93, 94, 96, 98, 100, 101, 103, 110, 111, 113, 115, 116, 125, 137, 140a, 156, 157, 158, 158, 192a, 215, 217, 218, 220, 221, 222, 223, 226, 227, 229, 230, 233, 235, 236, 239, 240, 242, 246, 256, 258, 259, 261, 262, 263, 264, 265, 266, 268, 269, 270, 271, 274, 275, 276, 278, 279, 280, 281, 283, 285, 286, 287, 288, 289, 290, 290, 292a, 362, 364, 365, 366, 367, 368, 369, 370, 370, 372a, 374, 375, 375, 376b</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  27, <b>27</b>, 32, <b>32</b>, 39, <b>39</b>, <b>40b</b>, 59, <b>59</b>, <b>60a</b>, 74, <b>74</b>, 79–80, <b>79–80</b>, <b>82b</b>, 93–105, <b>93–105</b>, 107–125, <b>107–125</b>, 137–138, <b>137–138</b>, <b>140a</b>, 156–157, <b>156–157</b>, <b>192a</b>, 214–230, <b>214–230</b>, 232–243, <b>232–243</b>, 245–259, <b>245–259</b>, 261–276, <b>261–276</b>, 278–289, <b>278–289</b>, <b>292a</b>, 361–369, <b>361–369</b>, <b>372a</b>, 373–374, <b>373–374</b>, <b>376b</b></p> <p><b>Close Reader/Teacher’s Edition</b>  57–62, <b>160b–160g</b>, 73–96, <b>292b–292o</b>, 105–112, <b>372b–372g</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
		<p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  10, <b>10</b>, 36, <b>36</b>, 40, <b>40</b>, 60, <b>60</b>, 76, <b>76</b>, 82, <b>82</b>, 106, <b>106</b>, 126, <b>126</b>, 139, <b>139</b>, 159, <b>159</b>, 181, <b>181</b>, 192, <b>192</b>, 231, <b>231</b>, 244, <b>244</b>, 260, <b>260</b>, 291, <b>291</b>, 294, <b>294</b>, 312, <b>312</b>, 371, <b>371</b>, 375, <b>375</b></p>
RL.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3, 4, 5, 6, 7, 8, 9, 9, 26, 30, 31, 71, 94, 96, 97, 100, 102, 104, 105, 106a, 109, 112, 113, 117, 121, 122, 125, 210–212, 210–212, 216, 217, 219, 220, 221, 222, 223, 224, 225, 228, 233, 235, 236, 239, 240, 241, 242, 245, 246, 250, 258, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 274, 275, 276, 278, 279, 280, 281, 283, 284, 285, 286, 287, 288, 289, 290, 290, 292a, 312a, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 370, 372a, 374</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  3–8, <b>3–8</b>, 25–34, <b>25–34</b>, 39, <b>39</b>, 71, <b>71</b>, 93–105, <b>93–105</b>, <b>106a</b>, 107–125, <b>107–125</b>, 214–230, <b>214–230</b>, 232–243, <b>232–243</b>, 245–259, <b>245–259</b>, 261–276, <b>261–276</b>, 278–289, <b>278–289</b>, <b>292a, 312a, 361–369, 361–369, 372a, 374, 374</b></p> <p><b>Close Reader/Teacher’s Edition</b>  3–8, <b>12b–12g, 73–96, 292b–292o, 105–112, 372b–372g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  10, <b>10</b>, 40, <b>40</b>, 76, <b>76</b>, 82, <b>82</b>, 106, <b>106</b>, 126, <b>126</b>, 181, <b>181</b>, 231, <b>231</b>, 244, <b>244</b>, 260, <b>260</b>, 277, <b>277</b>, 291, <b>291</b>, 312, <b>312</b>, 371, <b>371</b>, 375, <b>375</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Craft and Structure</b>		
RL.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).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  11, <b>11</b>, 12, <b>12</b>, <b>25</b>, <b>27</b>, <b>29</b>, 35, <b>35</b>, <b>39</b>, <b>40a</b>, <b>40b</b>, <b>59</b>, <b>72</b>, <b>73</b>, <b>75</b>, <b>75</b>, <b>82a</b>, <b>96</b>, <b>98</b>, <b>99</b>, <b>101</b>, <b>111</b>, <b>112</b>, <b>114</b>, <b>122</b>, <b>137</b>, <b>138</b>, <b>160a</b>, 210–212, <b>210–212</b>, <b>215</b>, <b>225</b>, <b>226</b>, <b>229</b>, <b>234</b>, <b>236</b>, <b>237</b>, <b>238</b>, <b>239</b>, <b>243</b>, <b>245</b>, <b>248</b>, <b>251</b>, <b>252</b>, <b>253</b>, <b>257</b>, <b>258</b>, <b>267</b>, <b>269</b>, <b>271</b>, <b>272</b>, <b>273</b>, <b>278</b>, <b>280</b>, <b>282</b>, <b>286</b>, <b>303</b>, <b>310</b>, <b>311</b>, <b>311</b>, <b>312b</b>, <b>361</b>, <b>367</b>, <b>372a</b>, <b>373</b>, <b>374</b>, <b>375</b>, <b>375</b>, <b>376b</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  11, <b>11</b>, 12, <b>12</b>, 25–34, <b>25–34</b>, 39, <b>39</b>, <b>40a</b>, <b>40b</b>, 59, <b>59</b>, 71–74, <b>71–74</b>, <b>82a</b>, 93–105, <b>93–105</b>, 107–125, <b>107–125</b>, 137–138, <b>137–138</b>, <b>160a</b>, 214–230, <b>214–230</b>, 232–243, <b>232–243</b>, 245–259, <b>245–259</b>, 261–276, <b>261–276</b>, 278–289, <b>278–289</b>, 303, <b>303</b>, 310, <b>310</b>, <b>312b</b>, 367, <b>367</b>, <b>372a</b>, 373–374, <b>373–374</b>, <b>376b</b></p> <p><b>Close Reader/Teacher’s Edition</b>  17–22, <b>58b–58g</b>, 27–44, <b>78b–78m</b>, 73–96, <b>292b–292o</b>, 105–112, <b>372b–372g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  36, <b>36</b>, 40, <b>40</b>, 60, <b>60</b>, 76, <b>76</b>, 82, <b>82</b>, 126, <b>126</b>, 159, <b>159</b>, 181, <b>181</b>, 231, <b>231</b>, 244, <b>244</b>, 260, <b>260</b>, 307, <b>307</b>, 312, <b>312</b>, 371, <b>371</b>, 375, <b>375</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>7, 12a, 28, 31, 32, 33, 34, 35, 35, 39, 59, 60a, 71, 73, 74, 75, 75, 78a, 80, 93, 95, 98, 119, 156, 157, 158, 158, 160a, 171, 172, 173, 174, 175, 177, 178, 179, 180, 180, 192b, 210–212, 210–212, 214, 219, 227, 232, 234, 235, 236, 237, 238, 239, 247, 252, 254, 255, 268, 274, 282, 284, 312b, 376a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–8, 3–8, 12a, 25–34, 25–34, 39, 39, 59, 59, 60a, 71–74, 71–74, 78a, 80, 80, 93–105, 93–105, 107–125, 107–125, 156–157, 156–157, 160a, 171–179, 171–179, 192b, 214, 214, 219, 219, 227, 227, 232–243, 232–243, 245–259, 245–259, 268, 268, 274, 274, 282, 282, 284, 284, 312b, 376a</b></p> <p><b>Close Reader/Teacher’s Edition</b>  <b>3–8, 12b–12g, 27–44, 78b–78m, 57–62, 160b–160g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>10, 10, 36, 36, 60, 60, 76, 76, 82, 82, 106, 106, 126, 126, 159, 159, 181, 181, 231, 231, 244, 244, 260, 260, 277, 277, 291, 291, 312, 312, 371, 371, 375, 375</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3, 3, 4, 5, 8, 9, 9, 12a, 40b, 101, 171, 171, 182a, 190, 191, 300a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–8, 3–8, 12a, 40b, 101, 101, 171–180, 171–180, 182a, 300a</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>10, 10, 41–44, 41–44, 106, 106, 145–148, 145–148, 181, 181</b></p>
<b>Integration of Knowledge and Ideas</b>		
RL.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 <i>Landscape with the Fall of Icarus</i> ).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>40b, 107, 108, 109, 113, 114, 115, 116, 117, 118, 119, 120, 123, 124, 125, 126, 126, 128a, 189, 189, 190, 191, 192b, 293, 293, 294, 294, 294a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>40b, 107–125, 107–125, 128a, 189–191, 189–191, 192b, 293–294, 293–294, 294a</b></p> <p><b>Close Reader/Teacher’s Edition</b>  <b>47–50, 128b–128e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>126, 126, 145–148, 145–148, 192, 192, 294, 294</b></p>
RL.10.8	(Not applicable to literature)	

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.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).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>108, 125, 295, 296, 297, 298, 298, 301, 302, 303, 304, 305, 306, 306, 308a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  108, <b>108</b>, 125, <b>125</b>, 295–297, <b>295–297</b>, 301–305, <b>301–305, 308a</b></p> <p><b>Close Reader/Teacher’s Edition</b>  47–50, <b>128b–128e, 57–62, 160b–160g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  126, <b>126</b>, 189, <b>189</b>, 192, <b>192</b>, 298, <b>298</b>, 307, <b>307</b></p>
<b>Range of Reading and Level of Text Complexity</b>		
RL.10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	<p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  25–36, <b>25A, 25–36</b>, 93–106, <b>93A, 93–106</b>, 156–159, <b>155A, 156–159</b>, 171–181, <b>171A, 171–181</b>, 214–291, <b>210A, 214–291</b>, 310–312, <b>309A, 310–312</b></p> <p><b>Close Reader/Teacher’s Edition</b>  57–62, <b>160b–160g</b>, 73–96, <b>292b–292o</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
RI.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>13, 14a, 15, 16, 18, 19, 20, 21, 21, 24a, 40b, 51, 52, 54, 61, 62, 63, 64, 65, 66, 129, 132, 133, 136a, 163, 164, 165, 183, 184, 185, 295, 296, 297, 298, 298, 300a, 328, 333, 336, 342, 343, 344, 347, 348, 348, 350a, 352, 353, 354, 355, 359</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>13, 13, 14a, 1516, 15–16, 18–20, 18–20, 24a, 40b, 51–54, 51–54, 61–66, 61–66, 132, 132, 136a, 161–166, 161–166, 183–186, 183–186, 295–297, 295–297, 300a, 328, 328, 333, 333, 336, 336, 341–347, 341–347, 350a, 352–355, 352–355, 359, 359</b></p> <p><b>Close Reader/Teacher’s Edition</b>  <b>9–10, 24b–24e, 11–14, 24f–24i, 17–22, 58b–58g, 23–26, 70b–70e, 51–54, 144b–144e, 63–66, 170b–170e, 67–70, 188b–188e, 99–104, 340b–340g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>14, 14, 17, 17, 22, 22, 56, 56, 68, 68, 134, 134, 144, 144, 168, 168, 208, 208, 298, 298, 338, 338, 348, 348, 357, 357, 360, 360</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>15, 24a, 51, 52, 53, 54, 55, 55, 58a, 61, 63, 129, 141, 142–143, 142–143, 144a, 161, 162, 163, 164, 165, 166, 167, 167, 170a, 183, 188a, 296</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  15, <b>15, 24a</b>, 51–54, <b>51–54, 58a</b>, 61, <b>61, 63, 63</b>, 129–132, <b>129–132</b>, 141–143, <b>141–143, 144a</b>, 161–166, <b>161–166, 170a</b>, 183, <b>183, 188a</b>, 296, <b>296</b></p> <p><b>Close Reader/Teacher’s Edition</b>  9–10, <b>24b–24e</b>, 17–22, <b>58b–58g</b>, 51–54, <b>144b–144e</b>, 63–66, <b>170b–170e</b>, 67–70, <b>188b–188e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 17, <b>17</b>, 56, <b>56</b>, 68, <b>68</b>, 144, <b>144</b>, 168, <b>168</b>, 187, <b>187</b>, 298, <b>298</b>, 338, <b>338</b>, 360, <b>360</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>13, 14, 14, 15, 63, 64, 65, 66, 129, 130, 131, 132, 133, 133, 136a, 141, 142–143, 142–143, 144a, 161, 163, 164, 165, 166, 167, 167, 184, 185, 186,</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>13, 13, 15, 15, 61–66, 61–66, 129–132, 129–132, 136a, 141–143, 141–143, 144a, 161–166, 161–166, 183–186, 183–186</b></p> <p><b>Close Reader/Teacher’s Edition</b>  51–54, <b>144b–144e</b>, 63–66, <b>170b–170e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 17, <b>17</b>, 22, <b>22</b>, 68, <b>68</b>, 134, <b>134</b>, 144, <b>144</b>, 168, <b>168</b>, 187, <b>187</b>, 298, <b>298</b>, 348, <b>348</b>, 357, <b>357</b>, 360, <b>360</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Craft and Structure</b>		
RI.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).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>18, 19, 21, 21, 40b, 51, 53, 54, 55, 55, 57, 57, 58a, 62, 70a, 129, 132, 133, 133, 135, 135, 164, 169, 169, 183, 184, 185, 187, 187, 188a, 205, 206, 299, 299, 322, 326, 330, 331, 358, 358, R50– R54, R53</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  15–16, <b>15–16</b>, 18–20, <b>18–20, 40b</b>, 51–54, <b>51–54</b>, 57, <b>57</b>, 62, <b>62, 70a</b>, 132, <b>132</b>, 135, <b>135</b>, 164, <b>164</b>, 169, <b>169</b>, 184, <b>184</b>, 185, <b>185, 188a</b>, 205, <b>205</b>, 206, <b>206</b>, 299, <b>299</b>, 319–336, <b>319–336</b>, 358, <b>358</b>, R53, <b>R53</b></p> <p><b>Close Reader/Teacher’s Edition</b>  9–10, <b>24b–24e</b>, 11–14, <b>24f–24i</b>, 17–22, <b>58b–58g</b>, 63–66, <b>170b–170e</b>, 67–70, <b>188b–188e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  17, <b>17</b>, 22, <b>22</b>, 56, <b>56</b>, 68, <b>68</b>, 134, <b>134</b>, 168, <b>168</b>, 187, <b>187</b>, 208, <b>208</b>, 348, <b>348</b>, 357, <b>357</b>, 360, <b>360</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.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).	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>61, 62, 63, 65, 66, 67, 67, 70a, 129, 130, 131, 132, 133, 136a, 170a, 184, 185, 186, 187, 187, 188a, 321, 327, 341, 342, 343, 344, 345, 346, 347, 348, 348, 350a, R16–R22, R16, R17, R19–R22</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  61–66, <b>61–66, 70a</b>, 129–132, <b>129–132, 136a, 170a</b>, 183–186, <b>183–186, 188a</b>, 296, <b>296</b>, 321, <b>321, 327, 327</b>, 341–347, <b>341–347, 350a</b>, R16–R17, <b>R16–R17, R22, R22</b></p> <p><b>Close Reader/Teacher’s Edition</b>  11–14, <b>24f–24i</b>, 23–26, <b>70b–70e</b>, 67–70, <b>188b–188e</b>, 99–104, <b>340b–340g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  17, <b>17</b>, 56, <b>56</b>, 68, <b>68</b>, 134, <b>134</b>, 144, <b>144</b>, 168, <b>168</b>, 187, <b>187</b>, 208, <b>208</b>, 348, <b>348</b>, 357, <b>357</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>13, 14a, 40b, 52, 58a, 61, 62, 63, 64, 65, 66, 67, 67, 70a, 162, 203, 204, 208, 208, 209a, 296, 322, 323, 326, 330, 331, 334, 352, 353, 354, 355, 356, 356, R16–R22, R16, R17, R19–R22</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>13, 13, 14a, 40b, 52, 52, 58a, 61–66, 61–66, 70a, 162, 162, 203–207, 203–207, 209a, 295–297, 295–297, 319–336, 319–336, 352–355, 352–355, R17, R17, R19–R22, R19–R22</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>14, 14, 22, 22, 68, 68, 168, 168, 208, 208, 298, 298, 348, 348, 357, 357, 360, 360</b></p>
<b>Integration of Knowledge and Ideas</b>		
RI.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>39, 40b, 213, 319, 359, 359, 360, 360, 360a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>39, 39, 40b, 213, 213, 319, 319, 359, 359, 360a</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>360, 360</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>20, 66, 203, 207, 208, 208, 209a, 319, 320, 321, 324, 325, 326, 327, 328, 329, 332, 333, 334, 335, 336, 337, 337, 340a, 352, 353, 356, 356, R16–R22, R16, R17, R19–R22</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>20, 20, 66, 66, 203–207, 203–207, 209a, 319–336, 319–336, 340a, 352–355, 352–355, R16–R17, R16–R17, R19–R22, R19–R22</b></p> <p><b>Close Reader/Teacher’s Edition</b>  <b>23–26, 70b–70e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>17, 17, 22, 22, 208, 208, 338, 338, 357, 357, 360, 360</b></p>
RI.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.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>15, 15, 16, 17, 17, 24a, 319, 319, 320, 324, 325, 326, 328, 329, 332, 333, 335, 336, 337, 337, 340a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>15–16, 15–16, 24a, 319–336, 319–336, 340a, R22, R22</b></p> <p><b>Close Reader/Teacher’s Edition</b>  <b>9–10, 24b–24e, 99–104, 340b–340g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>17, 17, 338, 338, 377–380, 377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Range of Reading and Level of Text Complexity</b>		
RI.10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	<b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 61–68, <b>61A, 61–68</b> , 161–168, <b>161A, 161–168</b> , 183–187, <b>183A, 183–187</b> , 319–338, <b>319A, 319–338</b> , 352–357, <b>351A, 352–357</b>  <b>Close Reader/Teacher’s Edition</b> 17–22, <b>58b–58g</b> , 23–26, <b>70b–70e</b> , 63–66, <b>170b–170e</b>



CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
W.10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b>  Writing Arguments</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• What Is a Claim?</li> <li>• Support: Reasons and Evidence</li> <li>• Building Effective Support</li> <li>• Creating a Coherent Argument</li> <li>• Persuasive Techniques</li> <li>• Formal Style</li> <li>• Concluding Your Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  149–152, <b>149–152</b>, 377–380, <b>377–380</b>, R2–R3</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 36, <b>36</b>, 139, <b>139</b>, 149–152, <b>149–152</b>, 181, <b>181</b>, 208, <b>208</b>, 291, <b>291</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b>  Writing Arguments  • What Is a Claim?  • Creating a Coherent Argument</p> <p><b>Student Edition/Teacher’s Edition:</b>  149–152, <b>149–152</b>, 377–380, <b>377–380</b>, R2–R3</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  149–152, <b>149–152</b>, 377–380, <b>377–380</b></p>
W.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b>  Writing Arguments  • Support: Reasons and Evidence  • Building Effective Support</p> <p><b>Student Edition/Teacher’s Edition:</b>  149–152, <b>149–152</b>, 377–380, <b>377–380</b>, R2–R3</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  149–152, <b>149–152</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Arguments  • Creating a Coherent Argument</p> <p><b>Student Edition/Teacher’s Edition:</b>  149–152, <b>149–152</b>, 377–380, <b>377–380</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  149–152, <b>149–152</b>, 377–380, <b>377–380</b></p>
W.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Arguments  • Formal Style</p> <p><b>Student Edition/Teacher’s Edition:</b>  <b>38a</b>, 149–152, <b>149–152</b>, 377–380, <b>377–380</b>, R2–R3</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  149–152, <b>149–152</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Writing Arguments</p> <ul style="list-style-type: none"> <li>• Concluding Your Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 149–152, <b>149–152</b>, 377–380, <b>377–380</b>, R2–R3</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 149–152, <b>149–152</b>, 377–380, <b>377–380</b></p>
W.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Developing a Topic</li> <li>• Organizing Ideas</li> <li>• Introductions and Conclusions</li> <li>• Elaboration</li> <li>• Using Graphics and Multimedia</li> <li>• Precise Language and Vocabulary</li> <li>• Formal Style</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Writing an Outline</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 45–48, <b>45–48</b>, 83–86, <b>83–86</b>, <b>312a</b>, 313–316, <b>313–316</b>, R4–R5, R8–R11</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 45–48, <b>45–48</b>, 56, <b>56</b>, 60, <b>60</b>, 68, <b>68</b>, 83–86, <b>83–86</b>, 134, <b>134</b>, 159, <b>159</b>, 181, <b>181</b>, 231, <b>231</b>, 260, <b>260</b>, 313–316, <b>313–316</b>, 357, <b>357</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Developing a Topic</li> <li>• Organizing Ideas</li> <li>• Introductions and Conclusions</li> <li>• Using Graphics and Multimedia</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48</b>, 83–86, <b>83–86</b>, <b>188a</b>, 313–316, <b>313–316</b>, R4–R5, R8–R11</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48</b>, 83–86, <b>83–86</b>, 134, <b>134</b>, 313–316, <b>313–316</b></p>
W.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Elaboration</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48</b>, 83–86, <b>83–86</b>, 313–316, <b>313–316</b>, R4–R5, R8–R11</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  17, <b>17</b>, 45–48, <b>45–48</b>, 83–86, <b>83–86</b>, 313–316, <b>313–316</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Informative Texts  • Organizing Ideas</p> <p><b>Student Edition/Teacher’s Edition:</b>  83–86, <b>83–86</b>, <b>134</b>, 136, <b>136</b>, <b>188a</b>, 313–316, <b>313–316</b>, R4–R5, R8–R11</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  83–86, <b>83–86</b>, 313–316, <b>313–316</b></p>
W.10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Informative Texts  • Precise Language and Vocabulary</p> <p><b>Student Edition/Teacher’s Edition:</b>  <b>134</b>, <b>136a</b>, 313–316, <b>313–316</b>, R4–R5, R8–R11</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  313–316, <b>313–316</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Informative Texts  • Formal Style</p> <p><b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48</b>, 83–86, <b>83–86</b>, 313–316, <b>313–316</b>, R4–R5, R8–R11</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48</b>, 83–86, <b>83–86</b>, 313–316, <b>313–316</b></p>
W.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).	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Informative Texts  • Introductions and Conclusions</p> <p><b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48</b>, 83–86, <b>83–86</b>, 313–316, <b>313–316</b>, R4–R5, R8–R11</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48</b>, 83–86, <b>83–86</b>, 313–316, <b>313–316</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Narrative Context</li> <li>• Point of View and Characters</li> <li>• Narrative Structure</li> <li>• Narrative Techniques</li> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  197–200, <b>197–200</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  40, <b>40</b>, 197–200, <b>197–200</b>, 307, <b>307</b></p>
W.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Context</li> <li>• Point of View and Characters</li> <li>• Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  197–200, <b>197–200</b>, <b>308a</b>, R6–R7</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  40, <b>40</b>, 197–200, <b>197–200</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
W.10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Structure</li> <li>• Narrative Techniques</li> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  197–200, <b>197–200</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  40, <b>40</b>, 197–200, <b>197–200</b></p>
W.10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b>  Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>40</b>, 197–200, <b>197–200</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  197–200, <b>197–200</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Writing Narratives</p> <ul style="list-style-type: none"> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 197–200, <b>197–200</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 197–200, <b>197–200</b></p>
W.10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 197–200, <b>197–200</b>, R6–R7</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 40, <b>40</b>, 197–200, <b>197–200</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Production and Distribution of Writing</b>		
W.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.)	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing as a Process  • Task, Purpose, and Audience</p> <p><b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48, 82b</b>, 83–86, <b>83–86</b>, 149–152, <b>149–152</b>, 197–200, <b>197–200</b>, 313–316, <b>313–316</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48</b>, 60, <b>60</b>, 68, <b>68</b>, 82, <b>82</b>, 83–86, <b>83–86</b>, 106, <b>106</b>, 149–152, <b>149–152</b>, 197–200, <b>197–200</b>, 260, <b>260</b>, 313–316, <b>313–316</b>, 371, <b>371</b>, 377–380, <b>377–380</b></p>
W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Writing as a Process  • Introduction  • Task, Purpose, and Audience  • Planning and Drafting  • Revising and Editing  • Trying a New Approach</p> <p><b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48</b>, 83–86, <b>83–86</b>, 128, <b>128</b>, 149–152, <b>149–152</b>, 170, <b>170</b>, 182, <b>182</b>, 197–200, <b>197–200</b>, 313–316, <b>313–316</b>, 340, <b>340</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
		<b>ASSESSMENT</b> <b>Student Edition/Teacher's Edition:</b> 45–48, <b>45–48</b> , 83–86, <b>83–86</b> , 149–152, <b>149–152</b> , 197–200, <b>197–200</b> , 313–316, <b>313–316</b> , 377–380, <b>377–380</b>
W.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.	<b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Producing and Publishing with Technology <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Writing for the Internet</li> <li>• Interacting with Your Online Audience</li> <li>• Using Technology to Collaborate</li> </ul> <b>Student Edition/Teacher's Edition:</b> 45–48, <b>45–48</b> , 83–86, <b>83–86</b> , 149–152, <b>149–152</b> , 197–200, <b>197–200</b> , 313–316, <b>313–316</b> , 377–380, <b>377–380</b> <b>ASSESSMENT</b> <b>Student Edition/Teacher's Edition:</b> 45–48, <b>45–48</b> , 83–86, <b>83–86</b> , 149–152, <b>149–152</b> , 197–200, <b>197–200</b> , 313–316, <b>313–316</b> , 377–380, <b>377–380</b>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Research to Build and Present Knowledge</b>		
W.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b></p> <p>Conducting Research</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Starting Your Research</li> <li>• Refocusing Your Inquiry</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Synthesizing Information</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>78a, 83–86, 83–86, 360a, R8–R11</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  <b>22, 22, 76, 76, 83–86, 83–86, 187, 187, 348, 348</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b></p> <p>Conducting Research</p> <ul style="list-style-type: none"> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Using the Internet for Research</li> </ul> <p>Evaluating Sources</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Evaluating Sources for Usefulness</li> <li>• Evaluating Sources for Reliability</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Summarizing, Paraphrasing, and Quoting</li> <li>• Attribution</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 83–86, <b>83–86</b>, R8–R11</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 83–86, <b>83–86</b>, 348, <b>348</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b></p> <p>Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Elaboration</li> </ul> <p>Conducting Research</p> <ul style="list-style-type: none"> <li>• Taking Notes</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Synthesizing Information</li> <li>• Summarizing, Paraphrasing, and Quoting</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>14a, 45–48, 45–48, 83–86, 83–86, 313–316, 313–316</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  45–48, <b>45–48</b>, 76, <b>76</b>, 83–86, <b>83–86</b>, 192, <b>192</b>, 313–316, <b>313–316</b>, 357, <b>357</b></p>
W.10.9a	Apply <i>grades 9-10 Reading standards</i> 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]”).	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  145–148, <b>145–148</b>, 149–152, <b>149–152</b>, 193–196, <b>193–196</b>, <b>312a</b>, 313–316, <b>313–316</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  145–148, <b>145–148</b>, 149–152, <b>149–152</b>, 193–196, <b>193–196</b>, 313–316, <b>313–316</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.10.9b	Apply <i>grades 9-10 Reading standards</i> 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”).	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  145–148, <b>145–148</b>, 149–152, <b>149–152</b>, 193–196, <b>193–196</b>, 313–316, <b>313–316</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  145–148, <b>145–148</b>, 149–152, <b>149–152</b>, 193–196, <b>193–196</b>, 313–316, <b>313–316</b>, 338, <b>338</b>, 377–380, <b>377–380</b></p>



CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Range of Writing</b>		
W.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b></p> <p>Writing as a Process</p> <ul style="list-style-type: none"> <li>• Task, Purpose, and Audience</li> </ul> <p>Writing Arguments</p> <p>Writing Informative Texts</p> <p>Writing Narratives</p> <p>Using Textual Evidence</p> <p><b>Student Edition/Teacher’s Edition:</b> 45–48, <b>45–48</b>, 83–86, <b>83–86</b>, 149–152, <b>149–152</b>, 197–200, <b>197–200</b>, 313–316, <b>313–316</b>, 377–380, <b>377–380</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 17, <b>17</b>, 22, <b>22</b>, 36, <b>36</b>, 45–48, <b>45–48</b>, 60, <b>60</b>, 68, <b>68</b>, 83–86, <b>83–86</b>, 134, <b>134</b>, 139, <b>139</b>, 149–152, <b>149–152</b>, 159, <b>159</b>, 181, <b>181</b>, 187, <b>187</b>, 197–200, <b>197–200</b>, 231, <b>231</b>, 260, <b>260</b>, 291, <b>291</b>, 307, <b>307</b>, 313–316, <b>313–316</b>, 338, <b>338</b>, 357, <b>357</b>, 371, <b>371</b>, 377–380, <b>377–380</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
SL.10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Preparing for Discussion</li> <li>• Establishing and Following Procedure</li> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> <li>• Wrapping Up Your Discussion</li> </ul> <p><b>Student Edition/Teacher's Edition:</b>  8, <b>8</b>, 13, <b>13</b>, 16, <b>16</b>, 20, <b>20</b>, 34, <b>34</b>, 39, <b>39</b>, <b>40</b>, <b>40a</b>, <b>40b</b>, 54, <b>54</b>, 59, <b>59</b>, 66, <b>66</b>, 74, <b>74</b>, 80, <b>80</b>, 82, <b>82</b>, 87–90, <b>87–90</b>, 105, <b>105</b>, 106, <b>106</b>, 125, <b>125</b>, <b>126</b>, <b>128</b>, 132, <b>132</b>, <b>134</b>, 138, <b>138</b>, 141, <b>141</b>, 145–148, <b>145–148</b>, 157, <b>157</b>, <b>160a</b>, 166, <b>166</b>, 168, <b>168</b>, 179, <b>179</b>, 186, <b>186</b>, 190, <b>190</b>, 207, <b>207</b>, 230, <b>230</b>, 243, <b>243</b>, 244, <b>244</b>, 259, <b>259</b>, 276, <b>276</b>, 277, <b>277</b>, 289, <b>289</b>, 293, <b>293</b>, 297, <b>297</b>, 298, <b>298</b>, <b>305</b>, <b>305</b>, 310, <b>310</b>, 336, <b>336</b>, 347, <b>347</b>, 359, <b>359</b>, 360, <b>360</b>, 369, <b>369</b>, 374, <b>374</b>, 375, <b>375</b>, R12–R13, R14–R15</p> <p><b>Close Reader/Teacher's Edition</b>  <b>24b–24e</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher's Edition:</b>  10, <b>10</b>, 56, <b>56</b>, 82, <b>82</b>, 87–90, <b>87–90</b>, 106, <b>106</b>, <b>126</b>, <b>128</b>, <b>134</b>, 145–148, <b>145–148</b>, 168, <b>168</b>, 244, <b>244</b>, 277, <b>277</b>, 298, <b>298</b>, 360, <b>360</b>, 375, <b>375</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Preparing for Discussion</li> <li>• Speaking Constructively</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> 8, <b>8</b>, 16, <b>16</b>, 20, <b>20</b>, 39, <b>39</b>, <b>40a</b>, 54, <b>54</b>, 66, <b>66</b>, 74, <b>74</b>, 87–90, <b>87–90</b>, 105, <b>105</b>, 132, <b>132</b>, 145–148, <b>145–148</b>, 157, <b>157</b>, 207, <b>207</b>, 230, <b>230</b>, 243, <b>243</b>, 259, <b>259</b>, 276, <b>276</b>, 289, <b>289</b>, 297, <b>297</b>, 305, <b>305</b>, 310, <b>310</b>, 336, <b>336</b>, 347, <b>347</b>, 369, <b>369</b>, 374, <b>374</b>, R12–R13, R14–R15</p> <p><b>Close Reader/Teacher’s Edition</b> <b>24b–24e</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 10, <b>10</b>, 56, <b>56</b>, 82, <b>82</b>, 87–90, <b>87–90</b>, 145–148, <b>145–148</b>, 168, <b>168</b>, 277, <b>277</b>, 298, <b>298</b>, 375, <b>375</b></p>
SL.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b> Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Establishing and Following Procedure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b> <b>40</b>, 87–90, <b>87–90</b>, 145–148, <b>145–148</b>, R12–R13, R14–R15</p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b> 87–90, <b>87–90</b>, 145–148, <b>145–148</b>, 277, <b>277</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>82a, 87–90, 87–90, 145–148, 145–148, 186, 376b, R12–R13, R14–R15</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>87–90, 87–90, 145–148, 145–148, 277, 277, 298, 298</b></p>
SL.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Listening and Responding</li> <li>• Wrapping Up Your Discussion</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>40a, 58a, 87–90, 87–90, 145–148, 145–148, 376b, R12–R13, R14–R15</b></p> <p><b>Close Reader/Teacher’s Edition</b>  <b>24b–24e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>56, 56, 87–90, 87–90, 145–148, 145–148, 277, 277, 298, 298</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b>  Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Evaluating a Speaker’s Reliability</li> <li>• Synthesizing Media Sources</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>40b, 76, 83–86, 83–86, 312a, 348, 348, 350a</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  83–86, <b>83–86</b>, 348, <b>348</b></p>
SL.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.	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b>  Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> <li>• Tracing a Speaker’s Argument</li> <li>• Rhetoric and Delivery</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>40, 40a, 40b, 145–148, 145–148, 192a, R14–R15</b></p> <p><b>ASSESSMENT</b></p> <p><b>Student Edition/Teacher’s Edition:</b>  145–148, <b>145–148</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Presentation of Knowledge and Ideas</b>		
SL.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Giving a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Knowing Your Audience</li> <li>• The Content of Your Presentation</li> <li>• Style in Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>40a, 40b, 41–44, 41–44, 128a, 193–196, 193–196, R14–R15</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  14, <b>14</b>, 40, <b>40</b>, 41–44, <b>41–44</b>, 76, <b>76</b>, 126, <b>126</b>, 192, <b>192</b>, 193–196, <b>193–196</b>, 208, <b>208</b>, 294, <b>294</b>, 348, <b>348</b></p>
SL.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.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  Using Media in a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types of Media: Audio, Video, and Images</li> <li>• Using Presentation Software</li> <li>• Building and Practicing Your Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  41–44, <b>41–44, 144a, 294a</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  41–44, <b>41–44, 144, 144</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.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 pages 54 for specific expectations.)	<p><b>INSTRUCTION/APPLICATION</b></p> <p><b>Digital Collections/Lessons:</b>  Participating in Collaborative Discussions  • Speaking Constructively</p> <p>Giving a Presentation  • Style in Presentation</p> <p><b>Student Edition/Teacher’s Edition:</b>  <b>40a, 42, 42, 43, 43, R14–R15</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>40, 40, 41–44, 41–44, 294, 294, 312, 312</b></p>

CCSS Standards		HMH Collections (TE pages in BOLD)
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
L.10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 24, <b>24</b> , <b>40</b> , <b>40a</b> , 42, <b>42</b> , 44, <b>44</b> , 45, <b>45</b> , 46, <b>46</b> , 47, <b>47</b> , 48, <b>48</b> , 58, <b>58</b> , 60, <b>60</b> , 70, <b>70</b> , 85, <b>85</b> , 86, <b>86</b> , 128, <b>128</b> , <b>134</b> , 140, <b>140</b> , 152, <b>152</b> , 160, <b>160</b> , 170, <b>170</b> , 182, <b>182</b> , 193, <b>193</b> , 196, <b>196</b> , 200, <b>200</b> , 300, <b>300</b> , 316, <b>316</b> , 340, <b>340</b> , 376, <b>376</b> , 377, <b>377</b> , 379, <b>379</b> , 380, <b>380</b> , R23–R49, <b>R31</b> , <b>R33</b> , <b>R35</b> , <b>R38–R44</b> , <b>R48</b>
L.10.1a	Use parallel structure.*	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>40a</b> , 60, <b>60</b> , 170, <b>170</b> , <b>323</b> , 340, <b>340</b> , R23, R45
L.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.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 24, <b>24</b> , <b>40a</b> , 58, <b>58</b> , 70, <b>70</b> , 128, <b>128</b> , 140, <b>140</b> , <b>140a</b> , 182, <b>182</b> , <b>295</b> , 300, <b>300</b> , 376, <b>376</b> , R23, R39–R44, <b>R39–R44</b>
L.10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 48, <b>48</b> , 78, <b>78</b> , 86, <b>86</b> , 152, <b>152</b> , 160, <b>160</b> , 200, <b>200</b> , 316, <b>316</b> , 350, <b>350</b> , 372, <b>372</b> , 380, <b>380</b> , R23, R26–R29, R50, R55–R58
L.10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 372, <b>372</b> , R23, R26–R27, R42, <b>R42</b> , R46
L.10.2b	Use a colon to introduce a list or quotation.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 78, <b>78</b> , 350, <b>350</b> , R23, R27



CCSS Standards		HMH Collections (TE pages in BOLD)
L.10.2c	Spell correctly.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 48, <b>48</b> , 86, <b>86</b> , 152, <b>152</b> , 200, <b>200</b> , 316, <b>316</b> , 380, <b>380</b> , R50, R55–R58
<b>Knowledge of Language</b>		
L.10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> <b>12, 26, 29</b> , 38, <b>38</b> , <b>40a</b> , 209, <b>209</b> , <b>249</b> , 292, <b>292</b> , <b>292a</b> , 299, <b>299</b> , R23, R25, R30–R49, <b>R31, R33, R35, R38–R44, R48</b> , R50–R54
L.10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , Turabian's <i>Manual for Writers</i> ) appropriate for the discipline and writing type.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 84, <b>84</b> , <b>360a</b> , R8–R11
<b>Vocabulary Acquisition and Use</b>		
L.10.4	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.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 11, <b>11</b> , 23, <b>23</b> , 69, <b>69</b> , 77, <b>77</b> , 127, <b>127</b> , <b>129</b> , 133, <b>133</b> , 169, <b>169</b> , <b>181</b> , <b>183</b> , <b>185</b> , 188, <b>188</b> , <b>188a</b> , 299, <b>299</b> , 308, <b>308</b> , 339, <b>339</b> , 349, <b>349</b> , R50–R55, <b>R53</b>
L.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.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 11, <b>11</b> , 28, <b>28</b> , <b>127</b> , <b>129</b> , 132, <b>132</b> , 133, <b>133</b> , <b>183</b> , <b>185</b> , <b>188a</b> , <b>299</b> , 339, <b>339</b> , R50
L.10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i> , <i>analysis</i> , <i>analytical</i> ; <i>advocate</i> , <i>advocacy</i> ).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 23, <b>23</b> , 69, <b>69</b> , 133, <b>133</b> , 188, <b>188</b> , 308, <b>308</b> , R50, R51–R52

CCSS Standards		HMH Collections (TE pages in BOLD)
L.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.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 77, <b>77</b> , <b>127</b> , 133, <b>133</b> , 169, <b>169</b> , <b>183</b> , <b>185</b> , <b>188a</b> , <b>299</b> , 308, <b>308</b> , R50, R52–R53, <b>R53</b> , R54–R55
L.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).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>11</b> , 127, <b>127</b> , 133, <b>133</b> , <b>183</b> , <b>185</b> , <b>299</b> , <b>339</b> , 349, <b>349</b> , R50, R52
L.10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 37, <b>37</b> , 55, <b>55</b> , 56, <b>56</b> , 75, <b>75</b> , 76, <b>76</b> , 81, <b>81</b> , 135, <b>135</b> , 159, <b>159</b> , <b>205</b> , 231, <b>231</b> , <b>248</b> , <b>250</b> , <b>251</b> , <b>252</b> , <b>280</b> , 311, <b>311</b> , 358, <b>358</b> , R50–R51, R53, <b>R53</b>
L.10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 53, <b>53</b> , 55, <b>55</b> , 56, <b>56</b> , 75, <b>75</b> , 76, <b>76</b> , 81, <b>81</b> , 135, <b>135</b> , 231, <b>231</b> , 311, <b>311</b> , R50–R51
L.10.5b	Analyze nuances in the meaning of words with similar denotations.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 33, <b>33</b> , 37, <b>37</b> , <b>38a</b> , 55, <b>55</b> , 56, <b>56</b> , <b>82a</b> , <b>253</b> , 311, <b>311</b> , <b>339</b> , 358, <b>358</b> , <b>376a</b> , R50, R53, <b>R53</b>

CCSS Standards		HMH Collections (TE pages in BOLD)
L.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.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> <b>2, 2, 5, 20, 26, 34, 41, 41, 45, 45, 50, 50, 53, 57, 57, 62, 73, 80, 83, 83, 87, 87, 92, 92, 97, 104, 130, 141, 145, 145, 149, 149, 154, 154, 179, 184, 189, 193, 193, 197, 197, 202, 202, 204, 207, 235, 242, 250, 259, 272, 304, 313, 313, 318, 318, 321, 325, 342, 346, 349, 349, 353, 362, 377, 377, R50–R55, R53</b>