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NON-NEGOTIABLE (Generic) EVALUATION CRITERIA

2014-2020
Group II – English Language Arts

Grade 10

Yes	No	CRITERIA	NOTES
Equity, Accessibility and Format			
X		**1. INTER-ETHNIC** The instructional materials meet the inter-ethnic requirements – concepts, content and illustrations – as set by West Virginia Board of Education Policy (Adopted December 1970).	The ***Collections* program meets the inter-ethnic requirements** – concepts, content and illustrations – as set by West Virginia Board of Education Policy (Adopted December 1970). Selections in *Collections* reflect the diversity of the students who will be using the program within the classroom. Multi-cultural authors are represented throughout the program, chosen for their diversity as well as the quality and range of the selections to allow the students to "see themselves" within the covers of the books or through their on-line class experiences. ***Collections*** is thematically organized*,* thus selections that support the themes are drawn from a wide range of works that span cultures, genres and eras and will appeal to the range of students in the classroom. The selection of texts in the program is designed to be attractive and engaging to students.

X		**2. EQUAL OPPORTUNITY** The instructional materials meet the requirements of equal opportunity – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures – as set by West Virginia Board of Education Policy (Adopted May 1975).	The *Collections* **program meets the requirements of equal opportunity** – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures – as set by West Virginia Board of Education Policy (Adopted May 1975). High-quality literature and informational texts—worthy of close reading and text-based analysis—are at the center of the *Collections* program. Contemporary selections include such notables as Anna Quindlen, Louise Erdrich, Ursula Le Guin, Naomi Nye, Russell Freedman, Haruki Murakami, Margaret Atwood, Jhumpa Lahiri, Rebecca Makkai, Margaret Peterson Haddix, and Malcolm Gladwell. These contemporary authors' writings reflect real-life experiences that today's students can relate to, and **their works demonstrate a balance of genders and ethnicities.** Each grade level also includes classic selections from such masters as Charles Dickens,Stephen Crane, James Thurber, William Shakespeare, Geoffrey Chaucer, and Walt Whitman.
X		**3. FORMAT** This resource is available as an option for adoption in an interactive electronic format.	*Collections* **is available as an option for adoption in an interactive electronic format.** The program features **powerful digital instructional tools** that promote critical analysis of complex text and rich media to engage and support 21st-century learners. All program materials are completely searchable from the eTeacher Edition dashboard. From *every* page in either the eTeacher Edition or the eStudent Edition, a running band of icons allows teachers or students to access specific tools and parts of the program. The Integrated Table of Contents is fully accessible from any page in the eStudent Edition. The *Collections* program is designed as a comprehensive instructional resource for instruction in the ELA Common Core State Standards. It provides the perfect combination of rich content and engagement in an intuitive digital environment. For key selections in their Student Edition, students can access short, instructive **Close Read Screencasts**, in which readers model how to discuss, analyze, and annotate significant passages. By viewing "close reads" in action, students discover what it means to look carefully at an author's choices and draw conclusions about the impact of those choices on the meaning of a text. Students then can use the annotation tools in their Student Edition —highlighters and sticky notes—to do an informed close read of any Student Edition or Close Reader eBook selection. By utilizing these annotation tools, students strengthen their ability to identify key details and formulate solid interpretations that are grounded in text evidence. Purposeful annotation is just the beginning, however. Students can rely on *my*Notebook to collect, organize, and tag text evidence for use in specific writing assignments, discussions, or performance tasks. Students complete all program writing and performance task assignments in *my*WriteSmart, a dynamic digital workspace for writing, revising, collaboration, and peer editing. Students have the option to store the best of their work within their personal *my*Portfolio. When students need help with

			writing, research, and speaking and listening skills, they can access twelve robust collections in their Student Edition. Offering such lessons as *Writing a Claim, Evaluating Sources,* and *Speaking Constructively,* these collections provide comprehensive coverage of all writing and speaking and listening Common Core State Standards—all with interactive instruction and real-world practice.
			Students also have access to www.hmhfyi.com, the ***For Your Information* website** that showcases current informational text linked to collection topics. These recommended texts can be assigned or read independently, used for research, or simply for learning more about high-interest topics. *Collections g*oes beyond the teaching of traditional texts, acknowledging that commercials, news reports, documentaries, films, and images are texts that are equally deserving of analysis and evaluation. For that reason, media lessons are integrated into the core Table of Contents; students learn how authors working in other mediums deliver specific messages and why it's important to approach any media text with a critical eye.
			Common Core Enrichment App makes available immediately accessible practice in close reading that will increase student confidence and expertise.

Text Selection

Complexity of Texts: The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions will **include a demonstrable staircase of text complexity as materials progress across grade bands.**

X		4. Texts for each grade band align with the complexity requirements outlined in the objectives. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.	West Virginia teachers can be assured that text selections- whether in print format, on-line format, or as a media selection- within *Collections* provide a rich basis for instruction for syntax, text structures, and levels of meaning/purpose.
			***Collections* offers complex and rigorous texts that reflect the Common Core Standards grade level bands** and represent the spiraling ladder of text complexity through grade 10. **The texts used in the *Collections* series align fully with the complexity requirements outlined in the Standards.** A three-part text complexity rubric, patterned after the "triangle" provided by the Common Core State Standards, accompanies each selection in the Teacher's Edition identifying the Lexile score, qualitative features, and the reader- task considerations that complete the comprehensive view of the text's complexity.
			Each selection opens with a feature in the Teacher's Edition entitled "**Why This Text?**" that provides a **rationale for the text** and highlights its strengths and the features that make it effective for instructional use. "Anchor Texts," complex and challenging texts at the core of each Collection, provide a cornerstone for exploring the Collection topic and are integral to the "Collection Performance Task." Anchor Texts focus students on specific topics for

			text-based study—with related selections included in the program's Close Reader.
			For a **quantitative analysis of text complexity**, teachers have the "Instructional Overview" that gives the Lexile level for each text that forms a part of the Collection.
			As they plan instruction, teachers will also find a ***"Text Complexity Rubric"*** to help in identifying the dimensions of each complex text. The Text complexity rubrics for each selection in the program are included in the Integrated Teacher's Edition so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the Close Reader. Using this *information*, teachers can then choose selections. The ***Text Complexity Rubric*** becomes one tool for differentiation as it aids teachers in choosing complex texts appropriate for their students to help ensure coverage of appropriate vocabulary, syntax, text structures, levels of meaning/purpose and other high quality text study.
			As students increasingly access digital text in their personal lives, they will encounter *media selections*—not as features or ancillaries, but as unique study selections in the program. Media texts in ***Collections*** reflect the **same standards of complexity and richness applied throughout the program**. Identical strategies for close reading and analysis are applied to the media texts. The ***Collections*** program resources allow students to study the media texts in their native form—rather than in a print translation and to apply comprehensive learning activities to these selections as well.
X		5. Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes.	**Shorter, more challenging texts are provided at each grade level** for close reading and re-reading within the Table of Contents for the Student Edition and the selections in the Close Reader eBook. Within the offerings of text in the two primary tools, there is a diverse mix of shorter and longer selections. In the **Close Reader selections**, the **text itself is "chunked" or divided into sections for deeper analysis.** Directions for the analysis ask students to read a section of text with a specific purpose and then re-enter and re-read the text for specific textual evidence to help students draw conclusions and formulate a response. This targeted focus on the text is enhanced by the use of the same annotation tools as in the Student Edition that assist students in the textual "mark-up" indicating specific language choices, strategies, and rhetorical decisions by the author. Also, **the fyi website, hmhfyi.com, showcases short, challenging texts** that are informational, curated monthly, and aligned to topics in ***Collections.*** Additional short informative selections are included in the Teacher Resources section of the Teacher eBook. These short nonfiction texts are primarily historical documents. In addition, literary selections are also available in the Teacher Resources.
X		6. Instructional materials, including read aloud selections, provide all students	Instructional materials, including read aloud selections, provide all students, including struggling learners, with rich opportunities to **read and comprehend grade level text** in

		extensive opportunities to encounter and comprehend grade-level texts and beyond.	the *Collections* program. The focus of the instructional approach is to support all learners as they experience the required tasks of close reading and analysis.

Teachers will find multiple resources and opportunities to allow all **students to read complex text, silently and aloud,** supported by scaffolding to meet the range of readers in the classroom. The rich array of complex texts across different media provides multiple opportunities for all students to practice reading complex texts. The very design of the two primary pieces, the **Student Edition** and the **Close Reader,** support the approach that students need sufficient and varied practice in reading complex texts.

Since the selections in the Student Edition are directly related to, yet different from those in the Close Reader, the opportunity for practice reading complex text is both integral and extended through the program design.

Screencasts with each anchor text **provide models of close reading conversations about text**. The annotation tools in the Student Edition and Close Reader, including highlighters and sticky notes, allow students to learn and apply close reading analysis with mark-up tools that show them how to indicate syntax, diction and the author's use of rhetorical devices and language. In the Close Reader selections, the text itself is "chunked" or divided into sections for deeper analysis. Directions for the analysis ask students to read a section of text with a specific purpose and then re-enter and re-read the text for specific textual evidence to help them draw conclusions and formulate a response.

The **streamlined directions of "Read" and "Re-Read" provide students with many opportunities** not only **for applying close reading skills** they have learned in the eBook but also **for reading and re-reading to build fluency**. This targeted focus on the text is further enhanced by the use of the same annotation tools as in the eBook to assist students in learning how to "mark up" a text for careful analysis. "Analyzing the Text" questions that follow selections often ask students to re-read portions of the text, an activity that can be done with a partner or small group and one that promotes fluency when reading aloud. |

Range of Text:
Instructional materials must reflect the distribution of text types and genres required by the standards.

X		7. In grades K-5, ELA programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6- 12, ELA programs shift the balance of texts and instructional time toward reading a blend of literary fiction, literary nonfiction and other informational	**All text types named in the grade-level standards are included in *Collections* in the appropriate grade-level texts.** High-quality classic and contemporary literature and informational texts include those named in the major categories and subcategories of texts that students should use in applying the Reading Standards as outlined in Standard 10: Range, Quality, and Complexity of Texts—Stories (historical fiction, mysteries, myths, science fiction, allegory, satire, and graphic novels); Dramas (one-act and multi-act plays); Poetry (narrative, lyrical, free verse, sonnets, odes, ballads, and epics); Literary Nonfiction;

		texts.	and Historical, Scientific, and Technical Texts (argument, functional texts, essays, speeches, biographies, memoirs, scientific, and historical accounts, including digital texts).

Using a balanced approach to literary and informational texts, the program includes both canonical and contemporary selections, including titles and authors listed as representative exemplars.

The **Close Reader** also contains additional **literary and informational texts** that relate directly to the anchor texts in the Student Edition. Students using the Close Reader will apply the standards and skills from the Student Edition standards instruction in the accompanying selections. In addition, a diverse mix of shorter, challenging texts across both literature and informational types are provided at each grade level for close reading and re-reading within the Table of Contents for the Student Edition and the selections in the Close Reader.

The *For Your Information* **website (www.hmhfyi.com)** showcases short, challenging texts that are **informational,** curated monthly, and align to the topics in *Collections*. The use of the informational texts from the *For Your Information* site provide even more additional practice in reading complex and current informational text. For many students, informational text provides additional challenge due to the academic vocabulary required and the background knowledge demands inherent in the genre. This rich and timely source for informational text provides additional practice opportunities for reading complex informational text, provides scaffolded instructional opportunities, and allows topics to reach a range of students.

Additional short informative selections can be found in the Teacher Resource site. In addition, literary selections are also available in the Teacher Resources. |
| **X** | | 8. Instructional materials provide a thoughtful sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading. | *Collections* is designed to provide a thoughtful sequence or collection of texts that build knowledge and lead students to growth as critical, competent readers and thinkers. As appropriate, scaffolds are used to systematically support students' reading, writing, speaking, and listening. The *Collections* program provides a scaffolding sequence to support students so they can be released to effective independent learning. The goal for the *Collections* program is that each and every student has access to complex texts as required by Common Core State Standards. Each Collection begins with a preview of the expectations for the Performance Task coming at the end of the Collection. Academic Vocabulary is also introduced and defined.

The *Collections* program includes many opportunities for **paired texts** to be used to **support comparative and cause-effect reading across texts**. The "*Compare Texts*" |

feature resides in most collections throughout the grade levels in the series. Analysis strategies and questions support students' effective reading across texts allow teachers to **scaffold instruction for success** and provides continual access to multiple opportunities for students to engage in the rigor of the standards. *Collection*s goes beyond close reading of specific selections to press for higher levels of thinking and text comparison through the use of selections that differ widely but that address similar topics from different times, locales and points of view. This approach to comparison of texts from diverse authors, times and places increased rigor and higher level thinking opportunities.

The *Collections* series is organized around six topically-related collections of multi-genre, complex texts at each grade level. **One or more anchor texts** are featured in each **collection** because of their **richness and grade-level complexity.** These anchor texts clearly reflect the topic of the collection, providing extensive opportunities for discussion and writing because of the complexity of each text. The "Close Reader" provides students with new, topically related selections for the practice and application of close reading strategies they learn in the Student Edition. For this practice, students find a consistent and streamlined approach for recording their comments and questions about the selection with the directions of "Read," "Re- Read," and "Cite Evidence" for analyzing particular parts of the text.

For each selection, "Background" helps to fill in potential gaps in historical and/or cultural knowledge while "As You Read" helps students with purposeful reading. As students tackle the rich **anchor texts** beginning each Collection, "**Close Read Screencasts**" **model discussions of two readers doing a close reading of the text**. Clicking the Close Read icons in their eBooks, students hear readers asking the questions and doing the thinking required for close reading.

Students deepen their text analysis skills through consistent reading, re-reading, and citing of evidence within complex text in the *Close Reader.* The *Collections* series is organized around six topically-related collections of multi-genre, complex texts at each grade level. **One or more anchor texts** are featured in each **collection** because of their **richness and complexity.** These anchor texts clearly reflect the topic of the collection, providing extensive opportunities for discussion and writing because of the complexity of each text. The "Close Reader" provides students with new, topically related selections for the practice and application of close reading strategies they learn in the Student Edition. For this practice, students find a consistent and streamlined approach for recording their comments and questions about the selection with the directions of "Read," "Re- Read," and "Cite Evidence" for analyzing particular parts of the text

To further **support students' reading and analyzing of the anchor texts**, the Teacher Edition contains specific notes and questions under "Close Read" for directing students to **particular lines of the text**. **Using these questions as scaffolds**, teachers can teach and model the kind of thinking and questioning students need to learn for text analysis. **Line Numbers** in the print resources allow students to practice text citation, and in turn will

			allow them to be successful when they meet independent reading opportunities that will still depend upon text evidence citation.
			Additional support to help all students experience complex text includes the embedded vocabulary definitions in the eBook, the audio recordings that students can turn on and off to fit their reading pace, and Level Up Tutorials for those who need background information on the craft and structure of texts. Teachers also have instructional strategies to use with each text such as "When Students Struggle…" and "Scaffolding for ELL Students."
X		9. Additional instructional materials increase the opportunity for regular independent reading of texts that appeal to students.	The materials in the *Collections* series are **suitable for secondary students** who will find the **Student Editions engaging, intuitive and interactive**. Each grade level book has been designed with the age of the student–users in mind. At grade 10, colors are vibrant, engaging and have a more "grown up" edition format. Students will be eager to engage with the text materials, print or digital, through discussion, writing, extended activities and more.

The **digital tools in the eStudent Edition** and across other resources **are also engaging and intuitive for all students**, replicating the functionality that students see in their personal technology applications. With the highlighting and note–making ability in the program, students are actively engaged in each text.

The *For Your Information* **website at www.hmhfyi.com** is an **ideal asset to address all students' interest and knowledge** as well as their love of reading. For each collection in the program, per grade level, five current informational texts from the most current sources will be provided as a starting point. Then monthly, an additional selection per collection, per grade level will be added to the array. Students can browse topics of interest or those from today's headlines and use these selections for research and to broaden background knowledge. These selections are also excellent support for short research tasks linked to the Performance Tasks throughout *Collections.* In addition to these highly contemporary selections, additional short, historical documents and informational pieces are provided in the Teacher Resources. These too can be used for independent reading, research or as links to selections in the primary resources to extend student interests.

In addition to these sources for expanding the rich range of texts in *Collections*, and to further enhance the "gradual release of responsibility" towards independent reading and learning, teachers will be provided lists of **related novels and full-length informational texts** that relate to each collection in the program. Teachers will be allowed to **choose three full-length titles from grade specific Common Core libraries to enhance their curriculum**. As students move from grades 6 through 12, selection and text-centered learning moves to higher levels of sophistication, learning expectations, and reading stamina.

The **Common Core Assessment Resource** uses a **wide array of highly engaging texts on** |

			topics of specific interest to students. This approach adds additional variety to the wide array of texts in the program as a whole and assures teachers that students are able to demonstrate CCSS grade level standards when presented with assessment text selections.

Quality of Texts:
High-quality texts are worth reading closely and exhibit exceptional craft and thought, and provide useful information.

X		10. Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter.	The *Collections* program adheres to the suggestions for emphasizing a multi-genre approach from The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. **To achieve the "range of text types" noted in the Standards, *Collections* includes the larger text types of stories, drama, poetry, and literary nonfiction**—and detail genres within each of these larger text-type categories. Also, as the Standards suggest, the program includes an emphasis on content-area reading, including informational texts in history/social studies, science, and technical subjects. With the increased emphasis on literary nonfiction, students will read a wide variety of literary nonfiction in *Collections,* including biography, autobiography, memoir, essays, documentary, speeches, science writing, and historical fiction. The varied genres included in *Collections* provide students with the range of text types critical for developing skills and strategies for independently and proficiently reading fiction, literary nonfiction, informational texts, and media. In addition, these texts serve as models for students as they write in varied genres. **Every genre is included**, with many opportunities for students to analyze diverse genres across literature and informational texts that address similar topics. The analysis includes authors' purposes and styles and the techniques that help them achieve their purpose. In addition, one or more texts—either literary or informational—are designated as "anchor texts." **Anchor texts are so designated because of their rich complexity, link to the collection topic, and suitability for the standards instruction that accompanies them.** These **well-crafted texts** have additional scaffolding and support because of their complexity.
X		11. Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level.	The *Collections* website, hmhfyi.com, provides teachers and students informational selections drawn from today's headlines that are directly related to each collection in the program. The *For Your Information* Site is curated monthly to add additional current informational selections that teachers can immediately integrate into their instruction. Students can browse topics of interest or those from today's headlines and use the selections from *For Your Information* for research and to broaden background knowledge. These selections are also excellent support for short research tasks linked to the Performance Tasks throughout *Collections*. In addition to these highly contemporary selections, additional short, historical documents and informational pieces are provided in the Teacher Resources. **Students can also use these selections for independent research,**

<table>
<tr><td></td><td></td><td></td><td colspan="2">which may be required in the performance tasks.

The use of **informational text that is argumentative in nature** is analyzed so that the author's arguments are distinctly distinguished. By analyzing argumentative texts with this focus, students not only have the reading experience but the corollary experience of studying these texts as **mentor texts for their own writing of argumentative texts.** By studying the author's purpose and how she achieved it within the structure and content of the arguments, students have access to all aspects of the argumentative texts that provides a rich dividend for reading, background information and writing across various domains and authentic learning experiences from real-world connections.

Each selection and each collection is followed by a Performance Task that may require additional short research assignments and authentic learning applications through literacy skills, student-directed inquiry, analysis, evaluation and reflection. Students are asked to further explore historical background, cultural connections, or simply find and analyze additional texts that enrich the topical collection or provide compelling contrast to it. The *Collections* program provides many opportunities for students to connect authentic learning experiences to their CCSS focused classroom.</td></tr>
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Text-Dependent and Text-Specific Questions:
Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text.

<table>
<tr><td>**X**</td><td></td><td>12. High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives.</td><td>High-quality sequences of **text-dependent questions** require students' close attention to the text and to the author's use of rhetorical tools to convey ideas and create effects. These questions and tasks begin with the preview of the two Collection Performance Tasks that students will complete at the end of the Collection. These tasks require students to further analyze the selections in the Collections and to synthesize ideas about their analyses.

Further high-quality questions come after reading in "Analyzing the Text" where students interpret, evaluate, synthesize, make inferences, and compare texts—all supported by textual evidence. In both the print and eBook, the **post-reading "Analyzing the Text"** questions **direct students to re-enter the text and to cite specific textual evidence to support all responses**. Often, questions direct students to specific lines of text to use in forming conclusions about the text. A "Collaborative Discussion" question following each selection also directs students to the text for focused discussion of the question with their peers.

Because the **selection Performance Tasks require students to return to each text**, they gain deeper understanding of each author's purpose and craft before they complete the Collection Performance Task where they synthesize knowledge and skills gained from reading and analyzing several texts.

In the Close Reader, print and digital, each selection is directly related to an anchor text in the Student Edition. This construct emphasizes the relationship of the two primary</td></tr>
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			resources and provides a structure for application of skills. The directions and **questions for students focus solely on the text**. The Close Reader requires students to read and re-read specific sections of text with an emphasis on drawing conclusions from repeated readings and from text-dependent prompts and questions. *Collections* features **line numbers on every selection** in all program materials. This commitment **emphasizes the focus on the text and the related text-dependent and text-specific questions used throughout the program**
X		13. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in complex texts.	**Each Collection opens with Academic Vocabulary** that provides a list of the words, their definitions, and related forms that students can preview before encountering them in the texts and using them in their text-based discussion and written work. With the brief "As You Read" for each selection, *Collections* directs students to pay particular attention for particular reasons to specifics in each text. Text-dependent questioning continues with the Teacher's Edition **questions** that **direct students to analyze particular lines and to support their analyses with text evidence.** Within the Teacher's Edition, teachers will find questions and prompts that guide the discussion of the text and ask students to re-enter the texts for specific text-based responses. The analysis of the text in the Teacher's Edition includes **"critical vocabulary" seamlessly to indicate further the focus on the text itself—not separating vocabulary as if it is not a critical part of the text.** A "Collaborative Discussion" prompt parallels and extends the "As You Read" direction at the beginning, including the opportunity for discussion to engage students and extend learning.

Scaffolding and Supports:
The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either listened to or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically.

X		14. Pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction and should exclude a summary of the text.	A **minimum of background and author information precedes each text** in order to keep the focus clearly on the task and the text at hand. The reader is then given a specific task in the pedagogically sound direction of a "Read with a Purpose". The actual student pages are devoid of instructional interruptions in order to keep the focus on the text and the engagement intact. Each of the rich and complex texts used in the *Collections* program is the focus of each instructional lesson. **Background material and author information have been greatly reduced,** with options for additional information online, so that students can easily focus on the text rather than other topics. Students' focus is not directed elsewhere with pages of standards instruction or literary terms in isolation. Instead, each selection begins with the

			pedagogically sound strategy of setting a purpose for reading that focuses on the text as well. The *Collections* format of **Student Edition** and consumable companion **Core Reader Book** is at the heart of providing **sequenced, scaffolded and supported instruction** that will successfully move students from CCSS instruction to CCSS application. In each collection at grade 10, one or two anchor selections within the student edition provide the basis for the topical organization and standards instruction. The anchor text is specifically chosen for its rich content, complexity, and service to close reading. Audio and visual screen casts are used with each anchor text to scaffold and make the complex text accessible, while serving as a model for analysis and discussion. The **analysis of the text, with students applying close reading strategies, is the center of each lesson**. But this approach is not done as merely an exercise. The focus on the text is in the service of studying the author's craft—how the author, operating in a context of time and place and topic, uses the rhetorical tools of the craft to convey ideas and to inspire and challenge the reader.
X		15. Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.	The instructional design of *Collections* purposefully includes a minimum of background and author information before each text in order to keep the focus clearly on the text and on the reading and analysis of the text. The pedagogically sound feature before each selection "**As You Read"** provides students with specific ideas and tasks for reading to help focus and give purpose to reading. The actual student pages are devoid of instructional interruptions in order to keep students engaged and focused on the text. In the Student eBook, students may "click" on vocabulary words to hear and see a definition and sentence. In the Teacher eBook, teachers will find questions and prompts that ask students to re-enter the texts for specific text-based responses. All strategic reading approaches in *Collections* involve students with close reading as well as gathering knowledge and insight from specific texts. The analysis of the text, with students applying close reading strategies, is the center of each lesson. Each selection begins with the sound strategy of setting a purpose for reading that focuses students on the text. Background material and author information have been greatly reduced, with options for additional information online, so that students can easily focus on the text rather than extraneous activities. The tools that accompany the selections in the **Student eBook** and the **eClose Reader** indicate that the focus of every selection is the text itself. Using these mark-up tools, students focus on the close reading of the text, their analysis of syntax and diction, and the author's use of literary or rhetorical devices. Also, with the Close Read Screencasts provided for key texts, visual and audio conversations about key parts of texts give students concrete examples of careful text analyses.

The **eClose Reader** also indicates the intentional focus on the text as the directions, "**Read" and "Re-Read**," state quite simply that the main task for students is to read the text itself closely and then read again with a clear purpose of focusing on the text; analyzing for meaning, structure, and craft; and supporting conclusions with textual evidence. Questions in the Teacher's Edition for each selection relate to close reading and analysis of text and require citing of text evidence. By reading and analyzing the Close Reader selections, students apply learning from the anchor texts, gradually increasing their independence with close reading and analysis of complex texts.

After each selection, a "**Collaborative Discussion" prompt** echoes and extends the "As You Read" direction from the beginning. These **peer discussions** engage students and deepen learning. The "Collaborative Discussion" question following each selection also directs students to the text for focused discussion of the question with their peers.

In both the print and eBook, **post-reading questions** called "**Analyzing the Text"** direct students to re-enter the text and to cite specific textual evidence to support all responses. Often, questions direct students to specific lines of text to use in forming conclusions about the text. *Collections* features **line numbers on every selection** in all program materials. This commitment emphasizes the focus on the text and the related text-dependent and text-specific questions used throughout the program.

All selection questions in the margin of the Teacher's Edition call for the **citing of textual evidence** as students make inferences, analyze text elements, and draw conclusions. Also, all post-reading questions in the Student Edition require students to support their responses with evidence from the text.

A **full page of instruction follows each selection in the Student Edition.** This information addresses the standards focus and asks students to re-enter the text multiple times, citing specific textual evidence to support their analysis. Students are then asked a comprehensive set of higher-order thinking skills questions that focus on textual analysis and require specific textual evidence in the responses. These questions are answered in their Student Edition and available for teacher review.

Continuing the advancement on the "**staircase of complexity**" towards independent reading and expanding the wide range of texts within the Student Edition and the Close Reader, the two primary program pieces, teachers will have additional informational pieces available online -- many historical documents and classic pieces of informational text.

The **Performance Task** that follows the instruction **asks students to apply their analysis and draw conclusions** about the text. The Performance Tasks are completed in myWriteSmart, a dynamic digital workspace for writing, revising, collaboration, and peer editing. Teachers can then submit the completed products for scoring using *Grademark* and *TurnItIn*.

X		16. Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.	The *Collections* Performance Tasks are particularly complex and often require independent research to complete. Students will use the notes from their close reading and analysis of texts that have been stored in myNotebook, in order to effectively use the information as they draft, revise and edit their writing with the collaborative assistance of peers and their teacher in myWriteSmart. Using a three part model of instruction leading to writing assessment, the Common Core Assessment, available for each grade level, takes students through the process of analyzing models, practicing the steps for each kind of writing product and then finally, in step three, **practicing for the Common Core Assessment**. After thorough preparation, students engaged in part three, read source materials, synthesize the sources, and then create an original response, citing sources and drawing original conclusions in their response. Guaranteed to stimulate **close reading and critical analysis**, anchor selections in the Student Edition are then linked to additional selections in the Close Reader. In the Close Reader, student engagement and sense of accomplishment is continued as they encounter additional selections for application, related to the anchor texts and the collection topic, using the same annotation tools of highlighting and notes, in order to apply the standards instruction from the Student Edition. Working together, these two primary student resources support students' close reading and analysis of text with intuitive tools that they will use daily as they learn how to and practice reading rich texts carefully. Student resources include clear directions and explanations; correct labeling of reference aids and sufficient practice and review.
X		17. Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts.	The *Collection*s instructional materials include **systematic instruction in** complex vocabulary, syntax and conceptual understandings in order **to build student capacity to comprehend and write increasingly complex text.** Students are also clearly informed of instructional goals and outcomes. Through the program, *Collections* places increasing demands and attention to critical analysis, argumentative discussion, and growing sophistication of writing response to continually advance skills and cement learning of skills, strategies, and appropriate text interaction concepts**.** The texts become more complex through the grade levels so that students progressively deal with more challenging texts and tasks. From the beginning of each collection in the *Collections* series, **the role and importance of academic vocabulary is emphasized. I**n the opening section of each collection, academic vocabulary that will be featured in the collection is listed with an overview of the Performance Task. Students will encounter these academic vocabulary words throughout the collection's readings, tasks and questions and then will be encouraged to use the academic vocabulary in all tasks related to each selection, especially any writing or speaking tasks related to the Performance Task. **Each collection in the series begins with an overview of the academic vocabulary** that

			will be featured in each collection. These vocabulary words are then used repeatedly in the instructional content as well as the questions and tasks. In the Teacher's Edition, Critical Vocabulary from each selection is identified and expanded in order to enrich the application of selection vocabulary.
			In the Student Edition, **a complete page of instruction entitled "Critical Vocabulary"** follows each selection. This comprehensive instruction provides additional practice with the critical vocabulary in the selection as well as presents instruction in a separate and yet pertinent vocabulary skill. Students are encouraged to use academic vocabulary and the critical vocabulary from the selections as they write about and discuss each selection and each collection, including the Collaborative Discussion at the end of each selection in their Student Edition and in each Performance Task as they share research or media based literacy projects.
			The Teacher's Edition also includes suggestions for additional instruction in academic vocabulary in notes labeled "Applying Academic Vocabulary." This feature refers instructors to strategies they can use to enhance students' use of academic vocabulary in all related tasks in each collection.
X		18. Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.	Each Collection concludes with one or two **Collection Performance Tasks** that reflect the focus of the Collection, including multiple texts and independent research that students may add to the performance task requirements, thereby extending their learning and further ensuring high-level success with Common Core assessments.
			In each case, students are not only using sources but also writing to the sources that they have chosen. This Collection Performance Task is accompanied by a rubric with specific student expectations such as how well a student has written to the selected sources, included specific textual evidence, and drawn original conclusions.
			The **assessment strategies in *Collections*** are well matched to the learning outcomes for the program and preparation for CCSS SBAC assessments. Students are tasked with learning how to do a close reading, draw conclusions about text from their reading, and apply this analysis in performance tasks. Students are expected to be able to write about text using textual evidence to explain their conclusions and insights about the texts. Students are also expected to write argumentative, informative and narrative compositions and speak and listen clearly.
			The **Common Core Assessment resource** provides **practice for students** in responding to text–specific questions. The three-part model used in the resource models the process of **responding to text dependent questions and analysis** in part one, provides **scaffolded practice** in part two, and then offers **independent practice** in part three. All parts focus on the specific response to text dependent questions and the use of text evidence. The Common Core Assessment resource not only provides practice for close reading of complex texts and writing from sources, but also serves as a monitor of students' readiness

				for independently completing performance-based assessments such as writing argument and informative essays.
X			19. Instructional materials must provide both reteaching and additional student learning opportunities.	All students, including struggling learners, have rich opportunities to read and comprehend grade-level text in the *Collections* program. The focus of the instructional approach is to support all learners as they experience the required tasks of close reading and analysis. The *Collections* program features ongoing assessment and performance tasks that allow teachers to monitor students' progress and content mastery. **Prescriptive remediation and reteaching lessons are provided for students who struggle with mastery.** Teacher reporting is explicit and allows for individual learning prescriptions. Each selection in the program has an objective assessment test, a Selection Performance Task, and may be included in the Collection Performance Task. As well, each selection includes specific text analysis questions that require students to reenter text and identify specific text evidence to support their responses. To help students who have difficulty understanding how to do a "close reading" or have difficulty understanding a challenging text, they can access short, instructive Close Read Screencasts for key selections to hear readers model how to discuss, analyze, and annotate significant passages. By viewing "close reads" in action, students discover what it means to look carefully at an author's choices and draw conclusions about the impact of those choices on the meaning of a text. For immediate application, teachers will find in the Teacher Edition a suggested passage from the same selection so that pairs of students can practice the kind of close reading they have just observed. Students also apply the lessons from the Student Edition with new, different, and scaffolded texts in the Close Reader. In the Student eBook and Close Reader eBook, annotation tools, including highlighters and sticky notes, allow students to conveniently note the author's use of stylistic devices and language and learn the routines for close reading. The Close Reader offers consistent and concrete practice with the routines of "Read," "Re-Read," and "Cite Evidence" so that students internalize these approaches and eventually apply them naturally. In the Teacher's Edition, additional **differentiation notes regarding scaffolding** instruction for complex texts for Struggling Learners and English Learners are included so that each student will have successful encounters with the complex texts in the program. These related, additional selections are then used to apply students' learning from the anchor texts and **gradually release and encourage students' independence** in the analysis and close reading of such complex texts. The first selection in each collection of the *Close Reader* include models of Close Reader Notes (an example of provided scaffolding being removed for students to practice text analysis on their own, In an "Extend & Reteach" section in the Teacher's Edition at the end of each Collection,

			teachers will find specific suggestions and mini-lessons for both reteaching and extending the concepts. For further support, "Interactive Whiteboard Lessons" provide engaging instruction for reading and writing about literature, informational text, and media.
			In the Teacher eBook, additional differentiation notes—"When Students Struggle…"and "Scaffolding for ELL Students"—provide ideas for scaffolding instruction for complex texts. These suggestions appear in the Teacher Edition for selections in both the Student Edition and the Close Reader. The convenience for teachers is that the scaffolding suggestions for all selections—in both Student Edition and Close Reader—are included and integrated at point-of-use in the all-in-one Teacher's Edition.
			For students who will benefit from additional practice with close reading of short texts, the Common Core Enrichment App for *Collections* provides Guided Read and React lessons with extra support for learning how to do a close read of texts across genres, using modeled screencasts and interactive practice. After guided practice, students "unlock" independent practice with additional texts.
Writing to Sources			
Instructional materials must adequately address the writing objectives for the grade.			
X		20. Instructional materials provide opportunities for writing based on what students have read, heard or viewed according to grade-specific objectives.	Through *Collections*, students have many opportunities to respond to on-demand writing tasks, varied writing length demands, practice and application of writing formats, research projects, and strong connections to digital writing activities. Students are continually directed to respond to Anchor Text through writing, and the Close Reader provides immediate opportunity to notate, annotate, and respond to text-based questions. Throughout the program, teachers will find an emphasis on process writing to ensure that students understand and practice the development of coherent writing through drafting and thoughtful revision, as well as incorporating writing traits of effective written communication. Short research projects, as called for in the Common Core State Standards, are prevalent in the *Collections* series.
			Writing and discussion opportunities also enrich the analysis of the complex texts in the Student Edition and the Close Reader, the two student text components. In the Student Edition, a Performance Task that may require additional short research follows each selection and each collection. Students are asked to further explore historical background, cultural connections, or simply find and analyze additional texts that enrich the topical collection or provide compelling contrast.
X		21. Instructional materials provide prominent and varied writing opportunities focusing on the following writing types and	The *Digital Collections* **focus on argumentative and Informative writing,** providing interactive and engaging lessons for students with immediate application in the writing and sharing of their own original argumentative and informative pieces. Students will enjoy their integrated ELA learning through this unique resource.

| | | progressions:
• Grades K-2 must include opportunities for informative/explanatory, opinion and narrative writing.
• Grades 3-5: informative/explanatory 35%, opinion 30%, narrative 35%
• Grades 6-8: informative/explanatory 35%, argument 35%, narrative 30%
• Grades 9-12: informative/explanatory 40%, argument 40%, narrative 20%

They also may reflect blended forms. | As a fully aligned instructional resource for the English Language Arts Common Core State Standards, the *Collections* series mirrors the increased focus on argument and informative writing reflected in the standards. A written Performance Task follows each selection in the Student Edition and Close Reader. The number of writing tasks that meets the criteria for argumentative and informational writing has greatly increased from previous programs. This percentage, of course, meets the demands and the intent of the Common Core State Standards. Students are asked to write convincingly about the sources they have just read. By stating a claim and arguing convincingly to support their claim with arguments and specific textual evidence, students learn to present their ideas effectively and persuasively in writing.

By using the notes they have made and tagged while reading selections in the program, students can retrieve the stored notes from *myNotebook*, using them as they draft, revise and edit their analytical arguments or informative pieces in *myWriteSmart*. Rubrics well aligned to the argumentative and informational writing tasks, highlight the critical attributes of each. The Digital *Collections* focus on argumentative and Informative writing as well, providing interactive and engaging lessons for students with immediate application in the writing and sharing of their own original argumentative and informative pieces. |
| **X** | | 22. Instructional materials provide opportunities for short, focused research projects to guide students in developing the expertise needed to conduct research as stated in grade-specific objectives. | The Collection Performance Tasks are particularly complex and often require **independent research** to complete and to share with classmates. Students use the notes from their close reading and analysis of texts that have been stored in *myNotebook*, in order to effectively use the information as they draft, revise and edit their writing with the collaborative assistance of peers and their teacher *in myWriteSmart*. Once the response is complete, the teacher can send it to be reviewed by the anti-plagiarism tool, *TurnItIn,* and to be evaluated by the *Grademark* system.

A student-based opportunity for research is found in the Digital *Collections* section of the Student Edition. Here, in 12 robust Digital *Collections*, all standards coverage for writing, speaking and listening is provided in compelling lessons that are interesting, interactive and collaborative. With unique drag and drop features and engaging interactivity, the Digital *Collections* include **Evaluating Sources** and **Conducting Research** with specific tasks for real-world relevance. In the Integrated Teacher's Edition, additional **opportunities for short research** are found in the **Extend and Reteach section** for each collection. Students are challenged to complete original research tasks related to topics of interest in many of these assignments.

The *Collections* website, hmhfyi.com, provides teachers and students with informational selections drawn from today's headlines that are directly related to each collection in the program. These selections are also **excellent support for short research tasks** linked to the Performance Tasks throughout *Collections*. In addition to these highly contemporary selections, additional short, historical documents and informational pieces are provided in the Teacher Resources. Students can also use these selections for independent research |

			which may be required in the performance tasks

Speaking and Listening

To be aligned to the Next Generation Content Standards and Objectives, instructional materials must reflect communication skills required for real-world applications and for college and career readiness. Instructional materials should promote frequent and regular discussions about what students have read, heard or viewed.

X		23. Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts.	In each collection of the *Collections* series, students are asked to complete a selection performance task as well as a Collection Performance Task that is more complex and involves the reading of multiple texts as well as completing research tasks. **All of the performance tasks** in the program (whether short or extended) **involve students in** the reading of complex texts and the response to the text **through original composition, speaking and listening or group participation**. All tasks are designed to prepare students to meet program goals. For the text analysis instruction following each selection in the Student Edition, teachers have Strategies for Annotation, providing specific activities (for either guided or independent analysis) that ask students to annotate key elements of the text. Teachers may choose to do these close reading activities as whole-group, small-group, or independent work. After each selection, students have a "**Collaborative Discussion" question** that ties to the purpose-setting question at the beginning. Students discuss their thoughts with a partner, draw their conclusions, and support their answers with textual evidence. Performance Tasks, after each selection and at each Collection's end, may be used with small groups, but they are also excellent instructional and assessment tools for students to practice and demonstrate their independent knowledge and capabilities.
X		24. Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others.	The Digital *Collections* for writing, speaking and listening include engaging and interactive lessons with drag and drop features and game-like completion tools. Students are engaged in the analysis of complex text, writing, and using the speaking, listening and writing Digital Collections for comprehensive standards coverage. Digital *Collections* include Evaluating Sources and Conducting Research with specific tasks for real-world relevance. In the Integrated Teacher's Edition, additional opportunities for short research are found in the Extend and Reteach section for each collection. Students are challenged to complete original research tasks related to topics of interest in many of these assignments. When students need help with writing, research, and speaking and listening skills, they can access **12 robust digital Collections** in their eBook. Offering such lessons as Writing a Claim, Evaluating Sources, and Speaking Constructively, the Digital Collections provide

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<td>comprehensive coverage of all writing, speaking, and listening Common Core State Standards—all with interactive instruction and real-world practice.

Collections offers numerous opportunities for students' academic discussions, and the teaching support offers teachers guidance for planning and conducting grade-level-appropriate discussions during the analysis of complex texts, comparison of texts, and synthesizing ideas across texts.

After students watch a **Close Read Screencast**, the **modeled conversations** of two readers as they re-read and analyze an anchor text, teachers have in their Teacher's Edition a suggested passage for pairs of students to practice the techniques they have watched in the screencast. These independent close readings and resulting interpretations are natural stimuli for conducting academic discussions about the text. Selection Performance Tasks that ask students to do a dramatic reading also encourage fluency.

Teachers may plan academic discussions with the **selection Performance Task**. These tasks encourage students to re-enter the text and to deepen their understanding of the text and the author's effective style through tasks that include **writing, speaking, listening, and research.** Many of these activities call for small-group work and require discussions of the text, research, evidence, conclusions, and broader issues. Teachers will also find questions and activities in their teacher materials called "To Challenge Students" and "Dig Deeper"—all intended to inspire critical thinking and generate academic discussions.

Another excellent opportunity for substantive peer discussions comes in the **Collection Performance Tasks**. For example, when students are preparing a persuasive speech or an oral commentary, they find suggestions for practicing their delivery with a peer and getting feedback on their presentation. A task-specific rubric is provided for critiquing performance on the task. This activity will stimulate students' discussions about effective content, relevant evidence, and techniques for oral presentations.

Instructional opportunities in *Collections* include models for reading complex texts as well as speaking and listening activities to reinforce reading fluency. In the Teacher's Edition, strategies under "When Students Struggle" and activities for "Extend and Reteach" often include suggestions for having students read, re-read, read aloud, and perform choral and dramatic readings, all activities for promoting fluency.</td>
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<td>**X**</td>
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<td>25. Instructional materials provide opportunities to develop active listening skills, such as asking relevant questions and elaborating on remarks of others. In grades 3-12, this includes note taking.</td>
<td>Digital *Collections* features powerful instructional tools that promote critical analysis of complex text and rich media to engage and support 21st-century learners. For key selections in their eBook, students can access short, instructive Close Read Screencasts in which readers model how to discuss, analyze, and annotate significant passages. By viewing "close reads" in action, students discover what it means to look carefully at an author's choices and draw conclusions about the impact of those choices on the meaning of a text.

Students have annotation tools in their eBook—highlighters and sticky notes—to do an</td>
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			informed close read of any Student Edition or Close Reader selection. By utilizing these tools to mark evidence, students strengthen their ability to identify key details and formulate solid interpretations grounded in text evidence. Purposeful annotation, however, is just the beginning. Students can rely on myNotebook to collect, organize, and tag text evidence for use in specific writing assignments, discussions, or performance tasks. The Common Core Enrichment App provides Guided Read and React lessons with extra support for learning how to do a close read of texts across genres, using modeled screencasts and interactive practice. After guided practice, students "unlock" independent practice with additional texts. The Collection organization of related texts around one topic or theme is perfect for teachers in planning discussions of the similarities and differences in the way several authors and texts address a common theme. In the Teacher's Edition, teachers have Close Read questions that can be used with students when analyzing and discussing a text. These questions require students to return to the text, to analyze literary and informational elements, to make inferences, and to draw conclusions. These **analyses questions** will **stimulate energetic discussions of students' interpretations** of the author's intent and provide practice in finding appropriate evidence to support that interpretation.
X		26. Instructional materials must provide opportunities to gather evidence to discuss and orally present findings using academic language.	Oral Performance Tasks provide opportunities to gather evidence to discuss and orally present findings using academic language. These Performance Tasks require students to use specific text references, quotes, and paraphrases of texts that are featured in the program as well as research material. The Performance Task following each selection in the Student Edition and the Close Reader often requires students to write convincingly about the sources they have just read. By stating a claim and arguing convincingly to support their claim with arguments and specific textual evidence, students learn to present their ideas effectively and persuasively. **Students can rely on myNotebook to collect, organize, and tag text evidence f**or use in specific writing assignments, discussions, or performance tasks. The Common Core Enrichment App provides Guided Read and React lessons with extra support for learning how to do a close read of texts across genres, using modeled screencasts and interactive practice. After guided practice, students "unlock" independent practice with additional texts. **Students are encouraged to use academic vocabulary** and the critical vocabulary from the selections as they write about and discuss each selection and each Collection, including the "Collaborative Discussion" at the end of each selection and the performance tasks for which they share text analysis, research findings, or media-based literacy projects.
Language			

		Instructional materials must adequately address the language objectives for the grade.	
X		27. Instructional materials address the grammar and language conventions specified by the language objectives at each grade level.	The Student Edition uses complex texts in its Table of Contents to serve as a context for grammar and language conventions lessons following designated selections. With these selections, a full page of instruction is included to address grammar and conventions that are evidenced in the selection. Labeled "Language in Context" at grade 10, these complete pages provide contextualized grammar and language conventions instruction. Using specific textual evidence from the selection, instruction focuses on the authors' use of the grammatical structure or convention and how that use heightens the effect and helps him accomplish his purpose. Additional practice with the grammatical conventions occurs in the Practice and Apply directions asking students to re-enter text and use the convention in their own writing, including the selection or collection Performance Task.

The writing instruction and tasks in *Collections* focus on the elements of writing coherently with well-developed ideas, using sufficient evidence from texts, and writing clearly with a command of standard English.

For example, within the Digital *Collections*, specific comprehensive lessons on argumentative, informational, and narrative writing provide compelling tasks and detailed instruction for students. These Digital *Collections* take students step by step through the process of analysis, creating and defending a claim, and supporting that claim with clear information. In lessons such as "Writing Argument," students work through segments about being aware of audiences, writing clearly for audiences, using techniques for creating coherence, avoiding unconvincing persuasion, identifying logical fallacies, and evaluating evidence. In lessons such as "Using Textual Evidence," students learn how to summarize main ideas of texts, make connections between several texts, synthesize information from several sources, and draw conclusions from the synthesis.

Students may utilize the writing lessons in Digital *Collections* before tackling a Collection Performance Task. The writing performance tasks require students to re-enter the texts, do deeper analyses of texts, synthesize ideas across texts, and often do additional research. Also, each selection in the Close Reader is followed by a short response that requires students to write about the selection as a source with specific textual evidence. |
| **X** | | 28. Instructional materials guide students in discovering accurate usage patterns (grades K-2), and in identifying and correcting their own error patterns in usage and conventions (grades 3-12). | In the Student Edition many of the complex texts serve as a context for grammar and language conventions lessons following designated selections. With these selections, a full page of instruction is included to address grammar and conventions that are evidenced in the selection. Labeled "Language and Style" at Grade 10, these complete pages provide contextualized grammar and language conventions instruction.

Using specific textual evidence from the selection, lessons focus on the authors' use of the grammatical structure or convention and how that use heightens the effect and helps to |

			accomplish the purpose. Additional practice with the grammatical conventions occurs in Practice and Apply, asking students to use the convention in their own writing, including that completed for the selection or Collection performance task.
X		29. To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives.	As described in #27, the Student Edition uses complex texts in its Table of Contents to serve as a context for grammar and language conventions lessons following designated selections. With these selections, a full page of instruction is included to address grammar and conventions that are evidenced in the selection. Labeled "Language in Context" at grade 10, these complete pages provide contextualized grammar and language conventions instruction. Using specific textual evidence from the selection, instruction focuses on the authors' use of the grammatical structure or convention and how that use heightens the effect and helps him accomplish his purpose. Additional practice with the grammatical conventions occurs in the Practice and Apply directions asking students to re-enter text and use the convention in their own writing, including the selection or collection Performance Task. Students complete all program writing and performance task assignments in myWriteSmart, a dynamic digital workspace for writing, revising, collaboration, and peer editing. Students have the option to store the best of their work within their personal myPortfolio. When students need help with writing, research, and speaking and listening skills, they can access 12 robust digital *Collections* in their eBook. Offering such lessons as Writing a Claim, Evaluating Sources, and Speaking Constructively, the Digital *Collections* provide **comprehensive coverage of all writing, speaking, and listening Common Core State Standards—all with interactive instruction and real-world practice.**

GENERAL EVALUATION CRITERIA

2014-2020
Group II – English Language Arts

Grade 10

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means "examples of" and i.e. means that "each of" those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A	M		N
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:									
Next Generation Skills										
Thinking and Problem-Solving Skills *English Language Arts Content:*										
Grade 10 SE, pp.15-16, 61-66, 129-132; Close Reader, pp. CR9-CR10, CR11-CR14, CR23-CR26 Grade 10 SE, pp. 68, 139, 298, 307; Close Reader, pp. CR11-CR14, CR63-CR66	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary connections;									
Grade 10 SE, pp. 49-50, 51, 53, 54, 153-154, 317-318; Close Reader (annotation tools), pp. CR10, CR18, CR19, CR20, CR21, CR53	2. engages in complex analysis of content presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and judgments applicable to students' own lives and future situations;									

Grade 10, Student eBook, link to hmhfyi.com from pp. 2, 50, 154, 202, 318	3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of the human condition; and						
Grade 10 TE, pp. 203, 204, 206, 319, 320, 321 Grade 10 SE, pp. 208, 337, 338, 356, 357, 360	4. makes unusual associations and provides a variety of solutions to problems to reach unexpected answers.						

Information and Communication Skills/English Language Arts

For student mastery of content standards and objectives, the instructional materials will include multiple strategies that provide students with opportunities to:

Grade 10 Student eBook: Digital Collections, Writing as a Process (Task, Purpose, and Audience); Producing and Publishing with Technology (Writing for the Internet) Grade 10 SE, pp. 193, 197, 260, 291; Close Reader, pp. CR26, CR112 Grade 10 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38	5. locate existing information in a variety of formats, interpret meaning and then create original communication;						
Grade 10 SE, pp. 10, 82, 145-147, 151, 298, 315 Grade 10 TE, pp. 3, 107, 155, 161, 213, 319	6. make informed choices; and						
Grade 10, Student eBook, link to hmhfyi.com from pp. 2, 50, 154, 202, 318 Grades 6–12 Teacher Resources: Nonfiction Connections	7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.						

Personal and Workplace Productivity Skills

For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

Grade 10 Student eBook, Digital Collections: Conducting Research (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); Evaluating Sources (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); Using Textual Evidence (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution) Grade 10 SE, pp. 76, 83-85, 187, 348, R8-R9 Grade 10 TE, pp. 78a, 331	8. conduct research, validate sources and report ethically on findings;								
Grade 10 Student eBook, pp. 36, 56, 88, 187, 198, 371 Grades 6–12 Student eBooks, Digital Collections: Writing Collections (Producing and Publishing with Technology, Conducting Research); Speaking and Listening Collections (Using Media in a Presentation) Other Digital Resources Grades 6–12, Student eBook, link to hmhfyi.com Grades 6–12, Student eBook, Resources: myWriteSmart; myPortfolio; myNotebook; Interactive Writing Lessons	9. identify, evaluate and apply appropriate technology tools for a variety of purposes;								
Grade 10 TE, (Close Read Screencast), pp. 3, 15, 18, 213, 232, 319	10. engage in self-directed inquiry;								

Grade 10 TE, (Close Read Screencast), pp. 3, 15, 18, 213, 232, 319	11. work collaboratively; and							
Grade 10 TE, (Close Read Screencast), pp. 3, 15, 18, 213, 232, 319	12. practice time-management and project management skills in problem-based learning situations.							

Developmentally Appropriate Instructional Resources and Strategies

For student mastery of content standards and objectives, the instructional materials

Grade 10 SE, pp. 2, 50, 92, 154, 202, 318 Grade 10 TE, pp. 52, 361; Close Read Screencast, pp. 3, 319; Close Reader, pp.12c-12f, 24g-24i, 58c-58f, 128c-128e, 188c-188e, 292c-292o	13. are structured to ensure all students meet grade- specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.							
Grade 10 SE, pp. 49-50, 51, 53, 54, 153-154, 317-318; Close Reader (annotation tools), pp. CR10, CR18, CR19, CR20, CR21, CR53 Grade 10, Student eBook, link to hmhfyi.com from pp. 2, 50, 154, 202, 318	14. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age- appropriate activities that simulate real- life situations, and make cross- curricular, global connections.							
Grade 10 SE, pp. 51, 93, 203, 301, 319; Close Reader, pp. CR57-CR60 Grade 10 TE, pp. 295, 296, 297, 301, 302, 303	15. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding.							
Grade 10 Student eBook, pp. 36, 56, 88, 187, 198, 371 Grades 6–12 Student eBooks, Digital Collections: Writing Collections (Producing and Publishing with Technology, Conducting Research); Speaking and Listening Collections	16. provide students with opportunities to use print, graphs, visual displays, media and technology sources to acquire and apply new information.							

(Using Media in a Presentation) Other Digital Resources Grades 6–12, Student eBook, link to hmhfyi.com Grades 6–12, Student eBook, Resources: myWriteSmart; myPortfolio; myNotebook; Interactive Writing Lessons							
Grade 10 SE, pp. 51-54, 71-74, 141-143, 161-166, 213-289, 319-336	17. offer opportunities for students to build an understanding of sequencing of time, events and text with or without an anchor text.						
Grade 10 TE, (Close Read Screencast), pp. 3, 15, 18, 213, 232, 319	18. provide opportunities for students to investigate issues that are interconnected to explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions.						
Grade 10 TE, (Close Read Screencast), pp. 3, 15, 18, 213, 232, 319	19. provide opportunities for students to investigate texts that are interconnected and linked to an anchor text.						
Grade 10 SE, pp. 56, 168, 289, 291; Close Reader, p. CR22, CR66	20. include guiding questions and text-dependent questions to aid student comprehension.						
Grade 10 SE, pp. 45, 92, 154, 308, 313, 339 Grade 10 TE, pp. 189, 204, 207, 235, 242, 250	21. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills.						
Grade 10 SE, pp. 40, 56, 68, 83, 88, 312 Grade 10 TE, pp. 3, 15, 18, 319; Close Reader, pp.128d-128e, 188d-188e	22. support personalized learning through intervention and enrichment activities.						
Grade 10 Student eBook, pp. 36, 56, 88, 187, 198, 371 Grades 6–12 Student eBooks, Digital Collections: Writing Collections (Producing and Publishing with	23. provide a dynamic, interactive website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.).						

Technology, Conducting Research); Speaking and Listening Collections (Using Media in a Presentation) Other Digital Resources Grades 6–12, Student eBook, link to hmhfyi.com Grades 6–12, Student eBook, Resources: myWriteSmart; myPortfolio; myNotebook; Interactive Writing Lessons							
Please see the "Professional Development for Language Arts" tab in the Teacher Dashboard.	24. include a professional resource that builds content and pedagogical knowledge for the teacher.						
Grade 10 SE, pp. 56, 168, 289, 291; Close Reader, p. CR22, CR66 Grade 10 SE, pp. 15, 51, 71, 203, 361, 373 Grade 10 TE, pp. 34, 94, 185, 320, 352, 355	25. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact.						
Grade 10 SE, pp. 181, 187, 193, 208, 231, 244 Grade 10 TE, pp. 246, 261, 270, 278; Close Reader, pp. 144c-144d, 170c-170e	26. include questions and tasks that assess the depth and complexity of the analytical thinking required by the objectives. (Note: not every objective must be assessed with every text.)						

Life Skills

For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

Grade 10 TE, pp. 24f, 25A, 160b, 161A, 210A, 319A Grade 10 TE, pp. 24g-24i, 25-35, 160c-160f, 161-166, 213-289, 319-336 Grade 10 SE, pp. 71-74, 155-157,	27. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading materials that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative standards at the specific grade band;						

361-369; Close Reader, pp. CR3-CR8, CR27-CR44, CR48-CR50							
Grade 10 Student eBook, pp. 36, 56, 88, 187, 198, 371 Grades 6–12 Student eBooks, Digital Collections: Writing Collections (Producing and Publishing with Technology, Conducting Research); Speaking and Listening Collections (Using Media in a Presentation) Other Digital Resources Grades 6–12, Student eBook, link to hmhfyi.com Grades 6–12, Student eBook, Resources: myWriteSmart; myPortfolio; myNotebook; Interactive Writing Lessons	28. achieve visual and media literacy through access to a wide variety of high-quality materials including, but not limited to, graphic novels, primary and secondary source documents, digital media, podcasts, vodcasts, audio recordings, visual art, videos, etc.; and						
Grade 10 SE, pp. 25-34, 93-105, 171-179, 213-289, 319-336 Grades 6–12 Teacher Resources: NovelWise; Nonfiction Connections	29. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.						
Grade 10 SE, pp. 10, 82, 145-147, 151, 298, 315 Grade 10 TE, pp. 3, 107, 155, 161, 213, 319	30. practice situational language (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media) in real-world activities.						
Assessment							
Grade 10 SE, pp. 41-44, 68, 82, 106, 139, 357 Grade 10 TE, pp. 14a, 170a, 182a, 188a, 192a-192b, 350a Grade 10 Teacher Resources, Common Core Assessment, pp. 3-10,	31. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, text-dependent questions (TDQs), performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).						

13-19, 23-29, 33-39							
Grade 10 SE, pp. 2, 50, 92, 154, 202, 318; annotation tools, pp. 36, 56, 88, 187, 198, 371 Grade 10 TE, pp. 52, 361; Close Read Screencast, pp. 3, 319; Extend and Reteach, pp. 14a, 350a; Close Reader, pp. 128c-128e, 188c-188e	32. Instructional materials provide supports for assessment (i.e., rubrics, student work samples, model texts).						

Organization, Presentation and Format

Grade 10 SE, pp. 2, 50, 92, 154, 202, 318 Grade 10 TE, pp. 52, 361; Close Read Screencast, pp. 3, 319; Close Reader, pp. 12c-12f, 24g-24i, 58c-58f, 128c-128e, 188c-188e, 292c-292o	33. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.						
Grade 10 Student eBook, pp. 36, 56, 88, 187, 198, 371 Grades 6–12 Student eBooks, Digital Collections: Writing Collections (Producing and Publishing with Technology, Conducting Research); Speaking and Listening Collections (Using Media in a Presentation) Other Digital Resources Grades 6–12, Student eBook, link to hmhfyi.com Grades 6–12, Student eBook, Resources: myWriteSmart; myPortfolio; myNotebook; Interactive Writing Lessons	34. The media included in the instructional materials must enhance and support instruction and learning.						
Grade 10 Student eBook, pp. 36, 56, 88, 187, 198, 371	35. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher's server, both of which are accessible by an						

Other Digital Resources Grades 6–12, Student eBook, link to hmhfyi.com Grades 6–12, Student eBook, Resources: myWriteSmart; myPortfolio; myNotebook;	internet-enabled device that can open standard file formats.							

SPECIFIC EVALUATION CRITERIA

2014-2020
Group II – English Language Arts

Grade 10

English Language Arts tenth grade students become more adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They continue to develop as independent motivated readers and writers who analyze impact of and take responsibility for their learning. They analyze, defend and support views using reading, writing, speaking, listening and the conventions of language across curriculums. They collaboratively participate in inquiry based, student driven, engaging endeavors that facilitate motivation and the foundation for lifelong learning. Thorough analysis of a broad array of quality literary and informational texts of appropriate complexity, with increasing emphasis on informational text, creates independent and proficient readers and communicators who appropriately initiate and discuss issues with widely divergent cultures. Students use technology to strengthen writing and use the writing process and the conventions of language to compose logical arguments and explanations with proper tone and form one or more points of view and present information and findings with clear and distinct perspective and style. They conduct short as well as more sustained research projects to solve a problem and explore multiple avenues to support a research topic, analysis and/or reflection. They avoid plagiarism, assess the authority and synthesize multiple print and digital sources in terms of task, purpose and audience. Tenth grade 21st Century learners critique oral and visual information and apply the information to global situations. The 21st Century student will employ technology best suited to audience, task, purpose and discipline. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Standard 1: Reading
The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standard 2: Writing
Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

Standard 3: Speaking and Listening
Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Standard 4: Language
Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to

communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses				I		A		M		N
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent							

READING

Key Ideas and Details

INSTRUCTION **Student Edition/Teacher's Edition:** **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** **APPLICATION** **Student Edition/Teacher's Edition:** 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,	1. cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain. **(CCSS RL.9-10.1)**										

249, 261–276, **261–276,** 282, **282,** 301, **301,** 310, **310, 312b,** 361–369, **361–369,** 373–374, **373–374** **Close Reader/Teacher's Edition** 3–8, **12b–12g,** 17–22, **58b–58g,** 27–44, **78b–78m,** 47–50, **128b–128e,** 57–62, **160b–160g,** 73–96, **292b–292o,** 105–112, **372b–372g** **ASSESSMENT** **Student Edition/Teacher's Edition:** 10, **10,** 36, **36,** 40, **40,** 60, **60,** 76, **76,** 82, **82,** 106, **106,** 126, **126,** 139, **139,** 159, **159,** 181, **181,** 192, **192,** 231, **231,** 244, **244,** 260, **260,** 277, **277,** 291, **291, 298,** 307, **307,** 312, **312,** 371, **371,** 375, **375**							
INSTRUCTION **Student Edition/Teacher's Edition:** **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** **APPLICATION** **Student Edition/Teacher's Edition:** 27, **27,** 32, **32,** 39, **39, 40b,** 59, **59, 60a,** 74, **74,** 79–80, **79–80, 82b,** 93–105, **93–105,** 107–125, **107–125,** 137–138, **137–138, 140a,** 156–157,	2. determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text. **(CCSS RL.9-10.2)**						

156–157, 192a, 214–230, **214–230,** 232–243, **232–243,** 245–259, **245–259,** 261–276, **261–276,** 278–289, **278–289, 292a,** 361–369, **361–369, 372a,** 373–374, **373–374, 376b** **Close Reader/Teacher's Edition** 57–62, **160b–160g,** 73–96, **292b–292o,** 105–112, **372b–372g** **ASSESSMENT** **Student Edition/Teacher's Edition:** 10, **10,** 36, **36,** 40, **40,** 60, **60,** 76, **76,** 82, **82,** 106, **106,** 126, **126,** 139, **139,** 159, **159,** 181, **181,** 192, **192,** 231, **231,** 244, **244,** 260, **260,** 291, **291,** 294, **294,** 312, **312,** 371, **371,** 375, **375**								
INSTRUCTION **Student Edition/Teacher's Edition:** **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** **APPLICATION** **Student Edition/Teacher's Edition:** 3–8, **3–8,** 25–34, **25–34,** 39, **39,** 71, **71,** 93–105, **93–105, 106a,** 107–125, **107–125,** 214–230, **214–230,** 232–243, **232–243,** 245–259, **245–259,** 261–276, **261–276,** 278–289, **278–289, 292a, 312a,** 361–369, **361–369,**	3.	analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters and impact the plot or develop the theme. **(CCSS RL.9-10.3)**						

372a, 374, **374** **Close Reader/Teacher's Edition** 3–8, **12b–12g,** 73–96, **292b–292o,** 105–112, **372b–372g** **ASSESSMENT** **Student Edition/Teacher's Edition:** 10, **10,** 40, **40,** 76, **76,** 82, **82,** 106, **106,** 126, **126,** 181, **181,** 231, **231,** 244, **244,** 260, **260,** 277, **277,** 291, **291,** 312, **312,** 371, **371,** 375, **375**								
INSTRUCTION **Student Edition/Teacher's Edition:** **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** **APPLICATION** **Student Edition/Teacher's Edition:** 13, **13, 14a,** 15–16, **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** **Close Reader/Teacher's Edition** 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** **ASSESSMENT** **Student Edition/Teacher's Edition:** 14, **14,** 17, **17,** 22, **22,** 56, **56,** 68, **68,**	4. cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text recognizing when the text leaves matters uncertain. **(CCSS RI.9-10.1)**							

134, **134**, 144, **144**, 168, **168**, 208, **208**, 298, **298**, 338, **338**, 348, **348**, 357, **357**, 360, **360**								
INSTRUCTION **Student Edition/Teacher's Edition:** **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** **APPLICATION** **Student Edition/Teacher's Edition:** 15, **15, 24a,** 51–54, **51–54, 58a,** 61, **61,** 63, **63,** 129–132, **129–132,** 141–143, **141–143, 144a,** 161–166, **161–166, 170a,** 183, **183, 188a,** 296, **296** **Close Reader/Teacher's Edition** 9–10, **24b–24e,** 17–22, **58b–58g,** 51–54, **144b–144e,** 63–66, **170b–170e,** 67–70, **188b–188e** **ASSESSMENT** **Student Edition/Teacher's Edition:** 14, **14,** 17, **17,** 56, **56,** 68, **68,** 144, **144,** 168, **168,** 187, **187,** 298, **298,** 338, **338,** 360, **360**	5. determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text. **(CCSS RI.9-10.2)**							
INSTRUCTION **Student Edition/Teacher's Edition:** **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,** **APPLICATION** **Student Edition/Teacher's Edition:** 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**	6. analyze how the author unfolds an analysis or series of complex ideas or events in informational texts, including the order in which the points are made, how they are developed and interact. **(CCSS RI.9-10.3)**							

Close Reader/Teacher's Edition 51–54, **144b–144e,** 63–66, **170b–170e** **ASSESSMENT** **Student Edition/Teacher's Edition:** 14, **14,** 17, **17,** 22, **22,** 68, **68,** 134, **134,** 144, **144,** 168, **168,** 187, **187,** 298, **298,** 348, **348,** 357, **357,** 360, **360**							
Craft and Structure							
INSTRUCTION **Student Edition/Teacher's Edition:** 11, **11,** 12, **12, 25, 27, 29,** 35, **35, 39, 40a, 40b, 59, 72, 73,** 75, **75, 82a, 96, 98, 99, 101, 111, 112, 114, 122, 137, 138, 160a,** 210–212, **210–212, 215, 225, 226, 229, 234, 236, 237, 238, 239, 243, 245, 248, 251, 252, 253, 257, 258, 267, 269, 271, 272, 273, 278, 280, 282, 286, 303, 310,** 311, **311, 312b, 361, 367, 372a, 373, 374,** 375, **375, 376b** **APPLICATION** **Student Edition/Teacher's Edition:** 11, **11,** 12, **12,** 25–34, **25–34,** 39, **39, 40a, 40b,** 59, **59,** 71–74, **71–74, 82a,** 93–105, **93–105,** 107–125, **107–125,** 137–138, **137–138, 160a,** 214–230, **214–230,** 232–243, **232–243,** 245–259, **245–259,** 261–276, **261–276,** 278–289, **278–289,** 303, **303,** 310, **310, 312b,** 367, **367, 372a,** 373–374, **373–374, 376b** **Close Reader/Teacher's Edition** 17–22, **58b–58g,** 27–44, **78b–78m,** 73–96, **292b–292o,** 105–112, **372b–372g**	7. determine the meaning of multiple-meaning words and phrases as they are used in a literary 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). **(CCSS RL.9-10.4)**						

ASSESSMENT **Student Edition/Teacher's Edition:** 36, **36,** 40, **40,** 60, **60,** 76, **76,** 82, **82,** 126, **126,** 159, **159,** 181, **181,** 231, **231,** 244, **244,** 260, **260,** 307, **307,** 312, **312,** 371, **371,** 375, **375**								
INSTRUCTION **Student Edition/Teacher's Edition:** **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** **APPLICATION** **Student Edition/Teacher's Edition:** 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** **Close Reader/Teacher's Edition** 3–8, **12b–12g,** 27–44, **78b–78m,** 57– 62, **160b–160g** **ASSESSMENT** **Student Edition/Teacher's Edition:** 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**	8. analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) contribute to its overall structure and create such effects as mystery, tension or surprise. **(CCSS RL.9-10.5)**							
INSTRUCTION **Student Edition/Teacher's Edition:**	9. analyze and defend a particular point of view or cultural experience reflected in							

3, **3, 4, 5, 8,** 9, **9, 12a, 40b, 101,** 171, **171, 182a, 190, 191, 300a** **APPLICATION** **Student Edition/Teacher's Edition:** 3–8, **3–8, 12a, 40b,** 101, **101,** 171–180, **171–180, 182a, 300a** **ASSESSMENT** **Student Edition/Teacher's Edition:** 10, **10,** 41–44, **41–44,** 106, **106,** 145–148, **145–148,** 181, **181**	a work of literature from outside the United States, drawing on a wide reading of world literature. **(CCSS RL.9-10.6)**							
INSTRUCTION **Student Edition/Teacher's Edition:** **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** **APPLICATION** **Student Edition/Teacher's Edition:** 15–16, **15–16,** 18–20, **18–20, 40b,** 51–54, **51–54,** 57, **57,** 62, **62, 70a,** 132, **132,** 135, **135,** 164, **164,** 169, **169,** 184, **184,** 185, **185, 188a,** 205, **205,** 206, **206,** 299, **299,** 319–336, **319–336,** 358, **358,** R53, **R53** **Close Reader/Teacher's Edition** 9–10, **24b–24e,** 11–14, **24f–24i,** 17–22, **58b–58g,** 63–66, **170b–170e,** 67–70, **188b–188e** **ASSESSMENT** **Student Edition/Teacher's Edition:** 17, **17,** 22, **22,** 56, **56,** 68, **68,** 134, **134,** 168, **168,** 187, **187,** 208, **208,** 348, **348,** 357, **357,** 360, **360**	10. determine the meaning of words and phrases as they are used in a informational 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). **(CCSS RI.9-10.4)**							
INSTRUCTION **Student Edition/Teacher's Edition:**	11. analyze and defend in detail how an author's ideas or claims are developed and							

Student Edition/Teacher's Edition: 14, **14,** 22, **22,** 68, **68,** 168, **168,** 208, **208,** 298, **298,** 348, **348,** 357, **357,** 360, **360**									

Integration of Knowledge and Ideas

INSTRUCTION **Student Edition/Teacher's Edition:** **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** **APPLICATION** **Student Edition/Teacher's Edition:** 40b, 107–125, **107–125, 128a,** 189–191, **189–191, 192b,** 293–294, **293–294, 294a** **Close Reader/Teacher's Edition** 47–50, **128b–128e** **ASSESSMENT** **Student Edition/Teacher's Edition:** 126, **126,** 145–148, **145–148,** 192, **192,** 294, **294**	13. analyze the representation of a literary text of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment and why (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). **(CCSS RL.9-10.7)**								
INSTRUCTION **Student Edition/Teacher's Edition:** **108, 125, 295, 296, 297,** 298, **298, 301, 302, 303, 304, 305,** 306, **306, 308a** **APPLICATION** **Student Edition/Teacher's Edition:** 108, **108,** 125, **125,** 295–297, **295–297,** 301–305, **301–305, 308a** **Close Reader/Teacher's Edition** 47–50, **128b–128e,** 57–62, **160b–160g** **ASSESSMENT**	14. analyze and defend how an author draws on and transforms source material in a specific literary 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). **(CCSS RL.9-10.9)**								

Student Edition/Teacher's Edition: 126, **126,** 189, **189,** 192, **192,** 298, **298,** 307, **307**									
INSTRUCTION **Student Edition/Teacher's Edition:** **39, 40b, 213, 319,** 359, **359,** 360, **360, 360a** **APPLICATION** **Student Edition/Teacher's Edition:** 39, **39, 40b,** 213, **213,** 319, **319,** 359, **359, 360a** **ASSESSMENT** **Student Edition/Teacher's Edition:** 360, **360**	15.	analyze and defend various accounts of a subject told in different mediums of informational texts (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **(CCSS RI.9-10.7)**							
INSTRUCTION **Student Edition/Teacher's Edition:** **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** **APPLICATION** **Student Edition/Teacher's Edition:** 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** **Close Reader/Teacher's Edition** 23–26, **70b–70e** **ASSESSMENT** **Student Edition/Teacher's Edition:** 17, **17,** 22, **22,** 208, **208,** 338, **338,** 357, **357,** 360, **360**	16.	delineate and evaluate the argument and specific claims and counterclaims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **(CCSS RI.9-10.8)**							
INSTRUCTION **Student Edition/Teacher's Edition:** 15, **15, 16,** 17, **17, 24a,** 319, **319, 320, 324, 325, 326, 328, 329, 332, 333,**	17.	analyze and defend 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"),							

335, 336, 337, **337,** 340a **APPLICATION** **Student Edition/Teacher's Edition:** 15–16, **15–16, 24a,** 319–336, **319–336, 340a,** R22, **R22** **Close Reader/Teacher's Edition** 9–10, **24b–24e,** 99–104, **340b–340g** **ASSESSMENT** **Student Edition/Teacher's Edition:** 17, **17,** 338, **338,** 377–380, **377–380**	including how they address related themes and concepts. **(CCSS RI.9-10.9)**										
Range of Reading and Level of Text Complexity											
APPLICATION **Student Edition/Teacher's Edition:** 25–36, **25A, 25–36,** 93–106, **93A, 93–106,** 156–159, **155A, 156–159,** 171–181, **171A, 171–181,** 214–291, **210A, 214–291,** 310–312, **309A, 310–312** **Close Reader/Teacher's Edition** 57–62, **160b–160g,** 73–96, **292b–292o**	18. by the end of the year, read and comprehend literature, including stories, dramas and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity band. **(CCSS RL.9-10.10)**										
APPLICATION **Student Edition/Teacher's Edition:** 61–68, **61A, 61–68,** 161–168, **161A, 161–168,** 183–187, **183A, 183–187,** 319–338, **319A, 319–338,** 352–357, **351A, 352–357** **Close Reader/Teacher's Edition** 17–22, **58b–58g,** 23–26, **70b–70e,** 63–66, **170b–170e**	19. by the end of the year, read and comprehend literary nonfiction, independently and proficiently, at the high end of the grade 9-10 text complexity band. **(CCSS RI.9-10.10)**										
WRITING											

Text Types and Purposes								

• introduce precise, knowledgeable 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.
 	
INSTRUCTION/APPLICATION
Digital Collections/Lessons:
Writing Arguments
• What Is a Claim?
• Creating a Coherent Argument
 	
Student Edition/Teacher's Edition:
149–152, **149–152,** 377–380, **377–380,** R2–R3
 	
ASSESSMENT
Student Edition/Teacher's Edition:
149–152, **149–152,** 377–380, **377–380**
 	
• develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 	
INSTRUCTION/APPLICATION
Digital Collections/Lessons:
Writing Arguments
• Support: Reasons and Evidence
• Building Effective Support
 	
Student Edition/Teacher's Edition:
149–152, **149–152,** 377–380, **377–380,** R2–R3
	20. write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	
	    • introduce precise, knowledgeable 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.
	
	    • develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
	
	    • use a variety of 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.
	
	    • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	
	    • provide a concluding statement or section that follows from and supports the argument presented. **(CCSS W.9-10.1)**							

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ASSESSMENT **Student Edition/Teacher's Edition:** 149–152, **149–152,** 377–380, **377–380** • use a variety of 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. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Arguments • Creating a Coherent Argument **Student Edition/Teacher's Edition:** 149–152, **149–152,** 377–380, **377–380,** R2–R3 **ASSESSMENT** **Student Edition/Teacher's Edition:** 149–152, **149–152,** 377–380, **377–380** • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Arguments • Formal Style **Student Edition/Teacher's Edition:** **38a,** 149–152, **149–152,** 377–380, **377–380,** R2–R3								

ASSESSMENT **Student Edition/Teacher's Edition:** 149–152, **149–152,** 377–380, **377–380** • provide a concluding statement or section that follows from and supports the argument presented. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Arguments • Concluding Your Argument **Student Edition/Teacher's Edition:** 149–152, **149–152,** 377–380, **377–380,** R2–R3 **ASSESSMENT** **Student Edition/Teacher's Edition:** 149–152, **149–152,** 377–380, **377–380**										
• introduce a topic; organize complex ideas, concepts and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Informative Texts • Developing a Topic • Organizing Ideas • Introductions and Conclusions • Using Graphics and Multimedia **Student Edition/Teacher's Edition:** 45–48, **45–48,** 83–86, **83–86, 188a,**	21. 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. • introduce a topic; organize complex ideas, concepts and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. • develop the topic with well-chosen, relevant, significant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. • use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.									

313–316, **313–316,** R4–R5, R8–R11 **ASSESSMENT** **Student Edition/Teacher's Edition:** 45–48, **45–48,** 83–86, **83–86,** 134, **134,** 313–316, **313–316** • develop the topic with well-chosen, relevant, significant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Informative Texts • Elaboration **Student Edition/Teacher's Edition:** 45–48, **45–48,** 83–86, **83–86,** 313–316, **313–316,** R4–R5, R8–R11 **ASSESSMENT** **Student Edition/Teacher's Edition:** 17, **17,** 45–48, **45–48,** 83–86, **83–86,** 313–316, **313–316** • use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Informative Texts • Organizing Ideas **Student Edition/Teacher's Edition:**	• use precise language and domain-specific vocabulary to manage the complexity of the topic. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • 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). **(CCSS W.9-10.2)**							

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83–86, **83–86, 134,** 136, **136, 188a,** 313–316, **313–316,** R4–R5, R8–R11

ASSESSMENT
Student Edition/Teacher's Edition:
83–86, **83–86,** 313–316, **313–316**

- use precise language and domain-specific vocabulary to manage the complexity of the topic.

INSTRUCTION/APPLICATION
Digital Collections/Lessons:
Writing Informative Texts
• Precise Language and Vocabulary

Student Edition/Teacher's Edition:
134, 136a, 313–316, **313–316,** R4–R5, R8–R11

ASSESSMENT
Student Edition/Teacher's Edition:
313–316, **313–316**

- establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

INSTRUCTION/APPLICATION
Digital Collections/Lessons:
Writing Informative Texts
• Formal Style

Student Edition/Teacher's Edition:
45–48, **45–48,** 83–86, **83–86,** 313–316, **313–316,** R4–R5, R8–R11

ASSESSMENT
Student Edition/Teacher's Edition:
45–48, **45–48,** 83–86, **83–86,** 313–

316, **313–316** • 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). **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Informative Texts • Introductions and Conclusions **Student Edition/Teacher's Edition:** 45–48, **45–48,** 83–86, **83–86,** 313–316, **313–316,** R4–R5, R8–R11 **ASSESSMENT** **Student Edition/Teacher's Edition:** 45–48, **45–48,** 83–86, **83–86,** 313–316, **313–316**									
• 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. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Narratives • Narrative Context • Point of View and Characters • Narrative Structure **Student Edition/Teacher's Edition:** 197–200, **197–200, 308a,** R6–R7 **ASSESSMENT**	22. write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. • 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. • use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. • use a variety of techniques to sequence events so that they build on one another to create a coherent whole to build upon a particular outcome. • use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.								

Student Edition/Teacher's Edition:
40, **40,** 197–200, **197–200**

- use narrative techniques, such as
  dialogue, pacing, description,
  reflection and multiple plot lines,
  to develop experiences, events
  and/or characters.

INSTRUCTION/APPLICATION
Digital Collections/Lessons:
Writing Narratives
• Narrative Structure
• Narrative Techniques
• The Language of Narrative

Student Edition/Teacher's Edition:
197–200, **197–200,** R6–R7

ASSESSMENT
Student Edition/Teacher's Edition:
40, **40,** 197–200, **197–200**

- use a variety of techniques to
  sequence events so that they build
  on one another to create a coherent
  whole to build upon a particular
  outcome.

INSTRUCTION/APPLICATION
Digital Collections/Lessons:
Writing Narratives
• Narrative Structure

Student Edition/Teacher's Edition:
40, 197–200, **197–200,** R6–R7

ASSESSMENT
Student Edition/Teacher's Edition:
197–200, **197–200**

- use precise words and phrases,

- provide a conclusion that follows from and reflects on what is
  experienced, observed or resolved over the course of the narrative.
  (CCSS W.9-10.3)

telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Narratives • The Language of Narrative **Student Edition/Teacher's Edition:** 197–200, **197–200,** R6–R7 **ASSESSMENT** **Student Edition/Teacher's Edition:** 197–200, **197–200** • provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Narratives • Narrative Structure **Student Edition/Teacher's Edition:** 197–200, **197–200,** R6–R7 **ASSESSMENT** **Student Edition/Teacher's Edition:** 40, **40,** 197–200, **197–200**											
Production and Distribution of Writing											
INSTRUCTION/APPLICATION **Digital Collections/Lessons:** Writing as a Process • Task, Purpose, and Audience **Student Edition/Teacher's Edition:** 45–48, **45–48, 82b,** 83–86, **83–86,**	23. 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 Text Types and Purposes.) **(CCSS W.9-10.4)**										

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149–152, **149–152,** 197–200, **197–200,** 313–316, **313–316,** 377–380, **377–380** **ASSESSMENT** **Student Edition/Teacher's Edition:** 45–48, **45–48,** 60, **60,** 68, **68,** 82, **82,** 83–86, **83–86,** 106, **106,** 149–152, **149–152,** 197–200, **197–200,** 260, **260,** 313–316, **313–316,** 371,**371,** 377–380, **377–380**									
INSTRUCTION/APPLICATION **Digital Collections/Lessons:** Writing as a Process • Introduction • Task, Purpose, and Audience • Planning and Drafting • Revising and Editing • Trying a New Approach **Student Edition/Teacher's Edition:** 45–48, **45–48,** 83–86, **83–86,** 128, **128,** 149–152, **149–152,** 170, **170,** 182, **182,** 197–200, **197–200,** 313–316, **313–316,** 340, **340,** 377–380, **377–380** **ASSESSMENT** **Student Edition/Teacher's Edition:** 45–48, **45–48,** 83–86, **83–86,** 149–152, **149–152,** 197–200, **197–200,** 313–316, **313–316,** 377–380, **377–380**	24. 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 all Language objectives up to and including grade 10.) **(CCSS W.9-10.5)**								
INSTRUCTION/APPLICATION **Digital Collections/Lessons:** Producing and Publishing with Technology • Introduction • Writing for the Internet • Interacting with Your Online Audience • Using Technology to Collaborate	25. 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 in response to ongoing feedback. **(CCSS W.9-10.6)**								

Student Edition/Teacher's Edition: 45–48, **45–48,** 83–86, **83–86,** 149–152, **149–152,** 197–200, **197–200,** 313–316, **313–316,** 377–380, **377–380** **ASSESSMENT** **Student Edition/Teacher's Edition:** 45–48, **45–48,** 83–86, **83–86,** 149–152, **149–152,** 197–200, **197–200,** 313–316, **313–316,** 377–380, **377–380**								
Research to Build and Present Knowledge								
INSTRUCTION/APPLICATION **Digital Collections/Lessons:** Conducting Research • Introduction • Starting Your Research • Refocusing Your Inquiry Using Textual Evidence • Synthesizing Information **Student Edition/Teacher's Edition:** **78a,** 83–86, **83–86, 360a,** R8–R11 **ASSESSMENT** **Student Edition/Teacher's Edition:** 22, **22,** 76, **76,** 83–86, **83–86,** 187, **187,** 348, **348**	26. 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. **(CCSS W.9-10.7)**								
INSTRUCTION/APPLICATION **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	27. gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose and audience 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. **(CCSS W.9-10.8)**								

• Evaluating Sources for Reliability Using Textual Evidence • Summarizing, Paraphrasing, and Quoting • Attribution **Student Edition/Teacher's Edition:** 83–86, **83–86,** R8–R11 **ASSESSMENT** **Student Edition/Teacher's Edition:** 83–86, **83–86,** 348, **348**										

• apply grade 10 Reading objectives 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]").
 	
INSTRUCTION/APPLICATION
Digital Collections/Lessons:
Writing Informative Texts
• Elaboration
 	
Conducting Research
• Taking Notes
 	
Using Textual Evidence
• Introduction
• Synthesizing Information
• Summarizing, Paraphrasing, and Quoting
 	
Student Edition/Teacher's Edition:
145–148, **145–148,** 149–152, **149–152,** 193–196, **193–196, 312a,** 313–316, **313–316,** 377–380, **377–380**
 	
ASSESSMENT
	28. draw evidence from literary or informational texts to support analysis, reflection and research.
	
	   • apply *grade 10 Reading objectives* 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]").
	
	   • apply *grade 10 Reading objectives* 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"). **(CCSS W.9-10.9)**									

Student Edition/Teacher's Edition: 145–148, **145–148,** 149–152, **149–152,** 193–196, **193–196,** 313–316, **313–316,** 377–380, **377–380** • apply grade 10 Reading objectives 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"). **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Writing Informative Texts • Elaboration Conducting Research • Taking Notes Using Textual Evidence • Introduction • Synthesizing Information • Summarizing, Paraphrasing, and Quoting **Student Edition/Teacher's Edition:** 145–148, **145–148,** 149–152, **149–152,** 193–196, **193–196,** 313–316, **313–316,** 377–380, **377–380** **ASSESSMENT** **Student Edition/Teacher's Edition:** 145–148, **145–148,** 149–152, **149–152,** 193–196, **193–196,** 313–316, **313–316,** 338, **338,** 377–380, **377–380**								
Range of Writing								

INSTRUCTION/APPLICATION **Digital Collections/Lessons:** Writing as a Process • Task, Purpose, and Audience Writing Arguments Writing Informative Texts Writing Narratives Using Textual Evidence **Student Edition/Teacher's Edition:** 45–48, **45–48,** 83–86, **83–86,** 149–152, **149–152,** 197–200, **197–200,** 313–316, **313–316,** 377–380, **377–380** **ASSESSMENT** **Student Edition/Teacher's Edition:** 17, **17,** 22, **22,** 36, **36,** 45–48, **45–48,** 60, **60,** 68, **68,** 83–86, **83–86,** 134, **134,** 139, **139,** 149–152, **149–152,** 159, **159,** 181, **181,** 187, **187,** 197–200, **197–200,** 231, **231,** 260, **260,** 291, **291,** 307, **307,** 313–316, **313–316,** 338, **338,** 357, **357,** 371, **371,** 377–380, **377–380**	29. 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. **(CCSS W.9-10.10)**									
SPEAKING AND LISTENING										
Comprehension and Collaboration										
• 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,	30. initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively. • come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence									

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well-reasoned exchange of ideas.

INSTRUCTION/APPLICATION
Digital Collections/Lessons:
Participating in Collaborative
Discussions
• Preparing for Discussion
• Speaking Constructively

Student Edition/Teacher's Edition:
8, **8,** 16, **16,** 20, **20,** 39, **39, 40a,** 54,
54, 66, **66,** 74, **74,** 87–90, **87–90,** 105,
105, 132, **132,** 145–148, **145–148,**
157, **157,** 207, **207,** 230, **230,** 243,
243, 259, **259,** 276, **276,** 289, **289,**
297, **297,** 305, **305,** 310, **310,** 336,
336, 347, **347,** 369, **369,** 374, **374,**
R12–R13, R14–R15

Close Reader/Teacher's Edition
24b–24e

ASSESSMENT
Student Edition/Teacher's Edition:
10, **10,** 56, **56,** 82, **82,** 87–90, **87–90,**
145–148, **145–148,** 168, **168,** 277,
277, 298, **298,** 375, **375**

• work with peers to set rules for
democratic 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.

INSTRUCTION/APPLICATION
Digital Collections/Lessons:
Participating in Collaborative
Discussions
• Establishing and Following

from texts and other research on the topic or issue to stimulate a
thoughtful, well-reasoned exchange of ideas.

• work with peers to set rules for democratic 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.

• propel conversations by posing and responding to questions that relate
the current discussion to broader themes or larger ideas; actively
incorporate others' perspectives into the discussion; and clarify, verify
or challenge ideas and conclusions.

• respond thoughtfully to diverse perspectives, analyze 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. **(CCSS SL.9-10.1)**

Procedure **Student Edition/Teacher's Edition:** **40,** 87–90, **87–90,** 145–148, **145–148,** R12–R13, R14–R15 **ASSESSMENT** **Student Edition/Teacher's Edition:** 87–90, **87–90,** 145–148, **145–148,** 277, **277** • propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify or challenge ideas and conclusions. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Participating in Collaborative Discussions • Speaking Constructively • Listening and Responding **Student Edition/Teacher's Edition:** **82a,** 87–90, **87–90,** 145–148, **145–148, 186, 376b,** R12–R13, R14–R15 **ASSESSMENT** **Student Edition/Teacher's Edition:** 87–90, **87–90,** 145–148, **145–148,** 277, **277,** 298, **298** • respond thoughtfully to diverse perspectives, analyze 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. **INSTRUCTION/APPLICATION** **Digital Collections/Lessons:** Participating in Collaborative Discussions • Listening and Responding • Wrapping Up Your Discussion **Student Edition/Teacher's Edition:** **40a, 58a,** 87–90, **87–90,** 145–148, **145–148, 376b,** R12–R13, R14–R15 **Close Reader/Teacher's Edition 24b–24e** **ASSESSMENT** **Student Edition/Teacher's Edition:** 56, **56,** 87–90, **87–90,** 145–148, **145–148,** 277, **277,** 298, **298**										
INSTRUCTION/APPLICATION **Digital Collections/Lessons:** Analyzing and Evaluating Presentations • Introduction • Evaluating a Speaker's Reliability • Synthesizing Media Sources **Student Edition/Teacher's Edition:** **40b, 76,** 83–86, **83–86, 312a,** 348, **348, 350a** **ASSESSMENT** **Student Edition/Teacher's Edition:** 83–86, **83–86,** 348, **348**	31.	integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source in order to make decisions and solve problems. **(CCSS SL.9-10.2)**								
INSTRUCTION/APPLICATION **Digital Collections/Lessons:** Analyzing and Evaluating Presentations • Tracing a Speaker's Argument • Rhetoric and Delivery	32.	evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing any fallacious reasoning or exaggerated or distorted evidence. **(CCSS SL.9-10.3)**								

Student Edition/Teacher's Edition: **40, 40a, 40b,** 145–148, **145–148, 192a,** R14–R15 **ASSESSMENT** **Student Edition/Teacher's Edition:** 145–148, **145–148**								
Presentation of Knowledge and Ideas								
INSTRUCTION/APPLICATION **Digital Collections/Lessons:** Giving a Presentation • Introduction • Knowing Your Audience • The Content of Your Presentation • Style in Presentation **Student Edition/Teacher's Edition:** **40a, 40b,** 41–44, **41–44, 128a,** 193–196, **193–196,** R14–R15 **ASSESSMENT** **Student Edition/Teacher's Edition:** 14, **14,** 40, **40,** 41–44, **41–44,** 76, **76,** 126, **126,** 192, **192,** 193–196, **193–196,** 208, **208,** 294, **294,** 348, **348**	33. present information, findings and supporting evidence, conveying clear and distinct perspective such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. **(CCSS SL.9-10.4)**							
INSTRUCTION/APPLICATION **Digital Collections/Lessons:** Using Media in a Presentation • Introduction • Types of Media: Audio, Video, and Images • Using Presentation Software • Building and Practicing Your Presentation **Student Edition/Teacher's Edition:** 41–44, **41–44, 144a, 294a** **ASSESSMENT** **Student Edition/Teacher's Edition:**	34. 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. **(CCSS SL.9-10.5)**							

41–44, **41–44,** 144, **144**									
INSTRUCTION/APPLICATION **Digital Collections/Lessons:** Participating in Collaborative Discussions • Speaking Constructively Giving a Presentation • Style in Presentation **Student Edition/Teacher's Edition:** **40a,** 42, **42,** 43, **43,** R14–R15 **ASSESSMENT** **Student Edition/Teacher's Edition:** 40, **40,** 41–44, **41–44,** 294, **294,** 312, **312**	35. adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 10 Language objectives for specific expectations.) **(CCSS SL.9-10.6)**								

LANGUAGE

Conventions of Standard English

INSTRUCTION/APPLICATION **Student Edition/Teacher's Edition:** 24, **24, 40a,** 58, **58,** 70, **70,** 128, **128,** 140, **140, 140a,** 182, **182, 295,** 300, **300,** 376, **376,** R23, R39–R44, **R39– R44**	36. demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 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. **(CCSS L.9-10.1)**								
• use a colon to introduce a list or quotation. **INSTRUCTION/APPLICATION** **Student Edition/Teacher's Edition:** 78, **78,** 350, **350,** R23, R27 • spell correctly.	37. demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • use a colon to introduce a list or quotation. • spell correctly.								

INSTRUCTION/APPLICATION **Student Edition/Teacher's Edition:** 48, **48,** 86, **86,** 152, **152,** 200, **200,** 316, **316,** 380, **380,** R50, R55–R58									

Knowledge of Language

INSTRUCTION/APPLICATION **Student Edition/Teacher's Edition:** 84, **84, 360a,** R8–R11	38. 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. • write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*)appropriate for the discipline and writing type. **(CCSS L.9-10.3)**								

Vocabulary Acquisition and Use

• 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. **INSTRUCTION/APPLICATION** **Student Edition/Teacher's Edition:** 11, **11,** 28, **28, 127, 129,** 132, **132,** 133, **133, 183, 185, 188a, 299,** 339, **339,** R50 • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). **INSTRUCTION/APPLICATION** **Student Edition/Teacher's Edition:** 23, **23,** 69, **69,** 133, **133,** 188, **188,** 308, **308,** R50, R51–R52	39. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 10 reading and content*, choosing flexibly from a range of strategies. • 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. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). • 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, part of speech or etymology. • 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).								

• 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, part of speech or etymology. **INSTRUCTION/APPLICATION** **Student Edition/Teacher's Edition:** 77, **77, 127,** 133, **133,** 169, **169, 183, 185, 188a, 299,** 308, **308,** R50, R52–R53, **R53,** R54–R55 • 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). **INSTRUCTION/APPLICATION** **Student Edition/Teacher's Edition:** **11,** 127, **127,** 133, **133, 183, 185, 299, 339,** 349, **349,** R50, R52	**(CCSS L.9-10.4)**										

• interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 	
INSTRUCTION/APPLICATION
Student Edition/Teacher's Edition: 53, **53,** 55, **55,** 56, **56,** 75, **75,** 76, **76,** 81, **81,** 135, **135,** 231, **231,** 311, **311,** R50–R51
 	
• analyze nuances in the meaning of words with similar denotations.
 	
INSTRUCTION/APPLICATION
Student Edition/Teacher's Edition:
	40. demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	
	   • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	
	   • analyze nuances in the meaning of words with similar denotations. **(CCSS L.9-10.5)**										

33, **33,** 37, **37, 38a,** 55, **55,** 56, **56, 82a, 253,** 311, **311, 339,** 358, **358, 376a,** R50, R53, **R53**								
INSTRUCTION/APPLICATION **Student Edition/Teacher's Edition:** 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**	30. 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. **(CCSS L9-10.6)**							