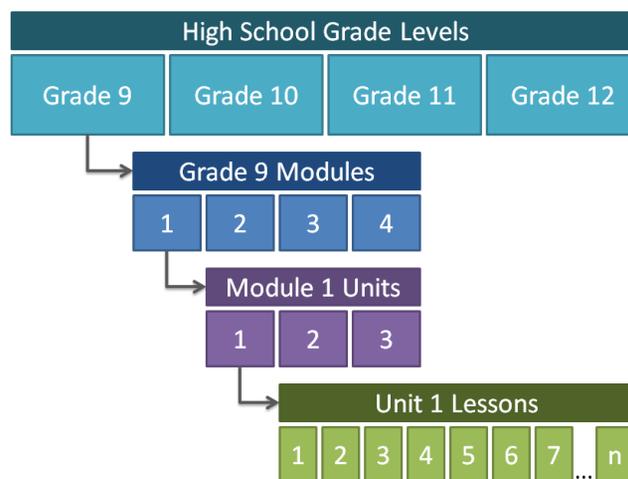


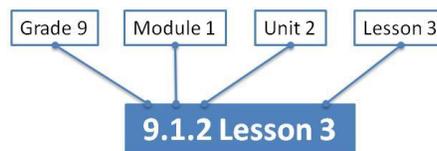
# GRADE 10 Curriculum Map

## Introduction

The New York State Common Core ELA & Literacy curriculum is divided into four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.



The following nomenclature is used to refer to a particular grade-module-unit-lesson combination.



Each module grounds students' application and mastery of the standards within the analysis of complex text. The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: Reading, Writing, Speaking and Listening, and Language.

Modules are arranged in units comprised of one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds upon the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period, but may extend beyond that time frame depending on student needs.

## Grade 10 Overview

The New York State grade 10 curriculum modules offer a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the grade 10 modules include Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker, Malala Yousafzai, E.B. White, William Shakespeare, and Niccolò Machiavelli. Working with these texts, students build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the Common Core State Standards, and provide a rigorous and pedagogically sound approach for how to bring the standards to life through thoughtful planning, adaptation, and instruction. In Module 10.1, students engage with literature and nonfiction texts and explore how complex characters develop through their interactions with each other, and how these interactions develop central ideas in the texts. In Module 10.2, students read, discuss, and analyze poems and informational texts focusing on how authors use rhetoric and word choice to develop ideas or claims about human rights. Students also explore how nonfiction authors develop arguments with claims, evidence, and reasoning. In Module 10.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 10.1 and 10.2, students explore topics that have multiple positions and perspectives by gathering and analyzing research-based sources to establish a position of their own. In Module 10.4, students read, discuss, and analyze nonfiction and dramatic texts, focusing on how the authors convey and develop central ideas concerning imbalance, disorder, tragedy, mortality, and fate. Students also explore how texts are interpreted visually, both on screen and on canvas.

In Module 10.1, students explore the intertextuality of three related poems that span several centuries: Christopher Marlowe's pastoral poem "The Passionate Shepherd to His Love," Sir Walter Raleigh's critical reply "The Nymph's Reply to the Shepherd," and William Carlos Williams's

contemporary poem “Raleigh Was Right.” The analysis of related central ideas in these poems scaffolds students’ work with central ideas in Ethan Canin’s short story “The Palace Thief.” Students also consider how Canin uses figurative language to highlight the motivations and interactions of complex characters. Students continue to analyze character interactions and explore the effects of those interactions on identity in Amy Tan’s *The Joy Luck Club* and a chapter from H.G. Bissinger’s nonfiction text, *Friday Night Lights*.

Module 10.2 builds on the notion of identity by engaging students in the analysis of complex informational and literary nonfiction texts and rich poetry on the topic of human rights. Students examine Martin Luther King, Jr.’s use of rhetoric in his argument for universal acceptance of equal human rights in “Letter from Birmingham Jail” and explore central ideas and figurative language in three poems that provide international and feminist perspectives on the shared desire for human rights: “In This Blind Alley” by Ahmad Shamlu, “Freedom” by Rabindranath Tagore, and “Women” by Alice Walker. Students then read Julia Alvarez’s autobiographical essay “A Genetics of Justice” accompanied by Mark Memmott’s journalistic article “Remembering Never to Forget,” focusing on how each author presents details to develop different portrayals of Rafael Trujillo and his dictatorship in the Dominican Republic. Students also engage with the legal document, the *Universal Declaration of Human Rights*, and two speeches, “On the Adoption of the *Universal Declaration of Human Rights*” by Eleanor Roosevelt and Malala Yousafzai’s “Address to the United Nations Youth Assembly,” to examine the argument in each and analyze how the use of rhetoric furthers specific claims related to human rights.

Module 10.3 provides students with the opportunity to conduct their own inquiry-based iterative research process. As they read sections from *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, students surface and track potential research topics regarding medicine, ethics, and scientific research as these topics emerge from the text. Students explore topics that have multiple positions and perspectives by gathering and vetting sources and analyzing research. Students establish a position of their own during this research process. In the final unit of the module, students further develop critical writing skills as they self-edit, peer review, and revise their writing to produce effective evidence-based arguments.

In Module 10.4, students apply the skills and processes they have developed throughout the year to delve into classic texts spanning five centuries. Beginning with E.B. White’s twentieth century essay, “Death of a Pig,” students consider narrative structures, style, and the concept of tragedy. Students develop a deeper understanding of tragedy as they read William Shakespeare’s *Macbeth* and analyze other artists’ interpretations of Shakespeare’s work by viewing paintings by nineteenth-century artists and film excerpts, including Akira Kurosawa’s “Throne of Blood.” Students then read excerpts from Niccolò Machiavelli’s sixteenth century text “The Prince,” considering central ideas such as the intersections of morality and ambition with imbalance and disorder. This work builds upon students’ analysis of related central ideas over the course of the module.

## Curriculum Map

<b>MODULE 10.1</b> Reading Closely and Writing to Analyze: How Do Authors Develop Complex Characters and Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: “We cannot go to the country / for the country will bring us / no peace”</b>				
“The Passionate Shepherd to His Love” by Christopher Marlowe  “The Nymph’s Reply to the Shepherd” by Sir Walter Raleigh  “Raleigh Was Right” by William Carlos Williams	7	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive, evidence-based discussions about text</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Make claims about and across texts using specific textual evidence</li> <li>Develop and incorporate domain-specific vocabulary in written and verbal responses</li> <li>Use vocabulary strategies to define unknown words</li> <li>Paraphrase and quote relevant</li> </ul>	<b>CCRA.R.9</b> RL.9-10.1 <b>RL.9-10.2</b> <b>RL.9-10.4</b> <b>RL.9-10.5</b> <b>RL.9-10.9</b> <b>W.9-10.2.b, d</b> W.9-10.9.a <b>SL.9-10.1.a</b> L.9-10.4.a L.9-10.5.a L.9-10.6	<b>End-of-Unit:</b> Students write a multi-paragraph response to the following prompt: How does a shared central idea develop over the three poems from this unit?

<p style="text-align: center;"><b>MODULE 10.1</b>                      Reading Closely and Writing to Analyze:                      How Do Authors Develop Complex Characters and Ideas?</p>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		evidence from texts <ul style="list-style-type: none"> <li>Write informative texts to convey complex ideas</li> <li>Use rubrics and checklists for self-assessment of participation in discussion</li> </ul>		
<p><b>Unit 2: “For one does not alter history without conviction.”</b></p>				
“The Palace Thief” by Ethan Canin	13	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based discussions about the text</li> <li>Collect and organize evidence from the text to support analysis in writing</li> <li>Analyze the text using specific textual evidence</li> <li>Use vocabulary strategies to define</li> </ul>	CCRA.R.6 <b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>W.9-10.2.a, b,</b> c, f <b>W.9-10.4</b> W.9-10.9.a SL.9-10.1.a, c <b>L.9-10.1</b> <b>L.9-10.2.c</b> L.9-10.4.a L.9-10.5.a	<p><b>Mid-Unit:</b>                      Students write a multi-paragraph response to the following prompt:                      How has Hundert developed over the course of the text thus far?</p> <p><b>End-of-Unit:</b>                      Students write a multi-paragraph response to the following prompt:                      Analyze how the interactions between Hundert and the Bells develop a central idea of the text in “The Palace Thief.”</p>

<b>MODULE 10.1</b> Reading Closely and Writing to Analyze: How Do Authors Develop Complex Characters and Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		unknown words <ul style="list-style-type: none"> <li>Trace the development of ideas over the course of the text</li> <li>Paraphrase and quote relevant evidence from texts</li> <li>Independently preview texts in preparation for supported analysis</li> <li>Write informative texts to convey complex ideas</li> <li>Incorporate newly learned vocabulary in written and verbal responses</li> <li>Use rubrics and checklists for self-assessment of participation in discussion</li> </ul>		

<p style="text-align: center;"><b>MODULE 10.1</b>                      Reading Closely and Writing to Analyze:                      How Do Authors Develop Complex Characters and Ideas?</p>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p><b>Unit 3: “I won’t let her change me, I promised myself. I won’t be what I’m not.”</b></p>				
<p>“Rules of the Game” and “Two Kinds” from <i>The Joy Luck Club</i> by Amy Tan</p> <p>“Dreaming of Heroes” (excerpt pp. 73-87) from <i>Friday Night Lights</i> by H. G. Bissinger</p>	<p>14</p>	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive evidence-based discussions about text</li> <li>• Collect and organize evidence from texts to support analysis in writing</li> <li>• Analyze the text using specific textual evidence</li> <li>• Use vocabulary strategies to define unknown words</li> <li>• Interpret figurative language</li> <li>• Trace the development of ideas over the course of the text</li> <li>• Paraphrase and quote relevant evidence from texts</li> <li>• Independently preview texts in</li> </ul>	<p>CCRA.R.6</p> <p><b>RL.9-10.2</b></p> <p><b>RL.9-10.3</b></p> <p>RI.9-10.1</p> <p><b>RI.9-10.2</b></p> <p><b>RI.9-10.3</b></p> <p><b>RI.9-10.6</b></p> <p><b>W.9-10.2.a, b, f</b></p> <p><b>W.9-10.4</b></p> <p><b>W.9-10.9.a, b</b></p> <p>SL.9-10.1.a, d, e</p> <p>SL.9-10.4</p> <p><b>L.9-10.1.a, b</b></p> <p><b>L.9-10.2.a, c</b></p> <p>L.9-10.3</p> <p>L.9-10.4.a</p>	<p><b>Mid-Unit:</b></p> <p>Students write a formal, multi-paragraph response to one of the following prompts:</p> <ul style="list-style-type: none"> <li>• In “Rules of the Game,” to what extent does Waverly meet her mother’s expectations that she master “the art of invisible strength” over the course of the chapter?</li> <li>• In “Two Kinds,” Jing-mei states, “My mother believed you could be anything you wanted to be in America (p. 132). To what extent does Jing-mei’s story support this belief?”</li> </ul> <p><b>End-of-Unit:</b></p> <p>Students write a formal, multi-paragraph response to the following prompt:</p> <p>Respond to the following prompt using evidence from “Dreaming of Heroes” from <i>Friday Night Lights</i> and either “Rules of the Game” or “Two</p>

<b>MODULE 10.1</b> Reading Closely and Writing to Analyze: How Do Authors Develop Complex Characters and Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		preparation for supported analysis <ul style="list-style-type: none"> <li>• Write informative texts to convey complex ideas</li> <li>• Incorporate newly learned vocabulary in written and verbal responses</li> <li>• Present information, findings, and evidence clearly, concisely, and logically</li> </ul>	L.9-10.5	Kinds” from <i>The Joy Luck Club</i> : How do the relationships between children and their parents develop a central idea common to these two texts?
Module Performance Assessment				
“The Palace Thief” by Ethan Canin  “Rules of the Game” and “Two Kinds” from <i>The Joy Luck Club</i> by Amy Tan  “Dreaming of Heroes” (excerpt)	4		<b>CCRA.R.6</b> <b>CCRA.R.9</b> <b>RL.9-10.2</b> <b>RL.9-10.11</b> <b>RI.9-10.2</b> <b>W.9-10.2.a, b, f</b> <b>W.9-10.4</b> <b>W.9-10.9.a, b</b>	Over the course of this module, students have read Ethan Canin’s “The Palace Thief,” two chapters from Amy Tan’s <i>The Joy Luck Club</i> , and a chapter from H. G. Bissinger’s <i>Friday Night Lights</i> . For this assessment, students draw upon their analysis of two of these texts in order to respond to the following prompt:  How do the two narrators’ different points of view impact the development of a common

<b>MODULE 10.1</b> Reading Closely and Writing to Analyze: How Do Authors Develop Complex Characters and Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
pp. 73-87) from <i>Friday Night Lights</i> by H. G. Bissinger			SL.9-10.1.a, d <b>L.9-10.1</b> <b>L.9-10.2.c</b>	central idea?

**Note:** Bold text indicates targeted standards that will be assessed in the module.

<b>MODULE 10.2</b> “These are strange times, my dear”: How do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: “[T]he cup of endurance runs over”</b>				
“Letter from Birmingham Jail” by Martin Luther King, Jr.  “In This Blind Alley” by Ahmad Shamlu  “Freedom” by Rabindranath Tagore  “Women” by Alice Walker	20	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive, evidence-based conversations about text</li> <li>• Determine meaning of unknown vocabulary</li> <li>• Independently preview text in preparation for supported analysis</li> <li>• Provide an objective summary of the text</li> <li>• Paraphrase and quote relevant evidence from a text</li> <li>• Delineate and evaluate an argument</li> <li>• Paraphrase and quote relevant evidence from a text</li> </ul>	<b>RL.9-10.2</b> <b>RL.9-10.4</b> RL.9-10.6 <b>RI.9-10.3</b> <b>RI.9-10.4</b> <b>RI.9-10.5</b> <b>RI.9-10.6</b> <b>RI.9-10.8</b> <b>W.9-10.2.a-f</b> <b>W.9-10.9.a, b</b> SL.9-10.1.a-e <b>L.9-10.1.a</b> <b>L.9-10.2.a</b> L.9-10.4.a, b <b>L.9-10.5.a</b>	<b>Mid-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: Determine a purpose in “Letter from Birmingham Jail” and analyze how King uses rhetoric and specific word choices to advance that purpose.  <b>End-of-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: Analyze how King develops and refines his claims to advance his purpose.

<b>MODULE 10.2</b> “These are strange times, my dear”: How do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>Write original, evidence-based claims</li> <li>Generate and respond to questions in scholarly discourse</li> </ul>		
<b>Unit 2: “No flies fly into a closed mouth”</b>				
“A Genetics of Justice” by Julia Alvarez  “Remembering To Never Forget” by Mark Memmott	10	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based conversations about text</li> <li>Determine meaning of unknown vocabulary</li> <li>Preview text independently in preparation for supported analysis</li> <li>Paraphrase and quote relevant evidence from a text</li> <li>Write original evidence-based claims</li> </ul>	<b>RI.9-10.2</b> <b>RI.9-10.3</b> <b>RI.9-10.5</b> <b>RI.9-10.7</b> <b>W.9-10.2.a-f</b> <b>W.9-10.9.b</b> SL.9-10.1.a-e <b>L.9-10.1</b> <b>L.9-10.2</b> L.9-10.4.a, b L.9-10.5.a	<b>Mid-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: How does Alvarez develop the claim she makes in paragraph 15?  <b>End-of-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: How does the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”?

<b>MODULE 10.2</b> “These are strange times, my dear”: How do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>Generate and respond to questions in scholarly discourse</li> </ul>		
<b>Unit 3: “...to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom.”</b>				
Universal Declaration of Human Rights “On the Adoption of the Universal Declaration of Human Rights” by Eleanor Roosevelt “Address to the United Nations Youth Assembly” by Malala Yousafzai	7	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Delineate an argument, assessing evidence and reasoning</li> <li>Engage in productive, evidence-based conversations about text</li> <li>Determine meaning of unknown vocabulary</li> <li>Preview text independently in preparation for supported analysis</li> <li>Paraphrase and quote relevant evidence from texts</li> <li>Write original, evidence-based claims</li> </ul>	RI.9-10.5 RI.9-10.6 RI.9-10.8 RI.9-10.9 W.9-10.2.a-f W.9-10.9.b SL.9-10.1.a-e L.9-10.1 L.9-10.2 L.9-10.4.a, b L.9-10.5.a	<b>End-of-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.

<b>MODULE 10.2</b> “These are strange times, my dear”: How do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>Generate and respond to questions in scholarly discourse</li> </ul>		
Module Performance Assessment				
“Letter from Birmingham Jail” by Martin Luther King, Jr.  “A Genetics of Justice” by Julia Alvarez  <i>The Universal Declaration of Human Rights</i>  “On the Adoption of the <i>Universal Declaration of Human Rights</i> ” by Eleanor Roosevelt	3		<b>RI.9-10.4</b> <b>RI.9-10.5</b> <b>RI.9-10.6</b> RI.9-10.9 <b>W.9-10.2.a-f</b> W.9-10.5 <b>W.9-10.9.b</b> SL.9-10.1.a-e <b>L.9-10.1</b> <b>L.9-10.2</b>	For this assessment, students use the focal texts named for Units 1 and 2 and a third, self-selected text from Unit 3 to write a multi-paragraph response to the following prompt:  Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from Unit 3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.

<b>MODULE 10.2</b> “These are strange times, my dear”: How do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims?				
<b>Text</b>	<b>Lessons in the Unit</b>	<b>Literacy Skills and Habits</b>	<b>Assessed and Addressed CCSS</b>	<b>Assessments</b>
“Address to the United Nations Youth Assembly” by Malala Yousafzai				

**Note:** Bold text indicates targeted standards that will be assessed in the module.

MODULE 10.3				
Researching Multiple Perspectives to Develop a Position				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: Using Seed Texts as Springboards to Research</b>				
<i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot (excerpts: pp. 1–4; 27–33; 63–66; 93–102; 127–136; 164–169; 179–183; 194–206; 245–247; 261–267)	15	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based discussions about text</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Collect and organize evidence from texts to support claims made in writing</li> <li>Use vocabulary strategies to define unknown words</li> <li>Identify potential topics for research within a text</li> <li>Use questioning to guide research</li> <li>Conduct pre-searches to validate sufficiency of information for exploring potential topics</li> </ul>	<b>RI.9-10.2</b> <b>RI.9-10.3</b> <b>RI.9-10.4</b> <b>RI.9-10.5</b> <b>RI.9-10.6</b> <b>RI.9-10.8</b> <b>W.9-10.2.b, d, e</b> W.9-10.4 <b>W.9-10.9.b</b> SL.9-10.1.a, c <b>L.9-10.1</b> <b>L.9-10.2.a</b> L.9-10.4.a, c, d	<b>End-of-Unit:</b> Students respond to the following prompts, citing textual evidence to support analysis and inferences drawn from the text. <b>Part 1:</b> Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea? <b>Part 2:</b> Articulate 2–3 areas of investigation and where they emerge from the text.

<h2 style="text-align: center;">MODULE 10.3</h2> <h3 style="text-align: center;">Researching Multiple Perspectives to Develop a Position</h3>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>• Delineate arguments and explain relevant and sufficient evidence</li> <li>• Analyze perspectives in potential research texts.</li> </ul>		
<b>Unit 2: “Engaging in an Inquiry-Based, Iterative Research Process to Write Arguments”</b>				
<p>Student research sources will vary.</p> <p>Students choose texts for research based on their individual research question or problem.</p> <p>Model research sources:                      “A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?” by Alice</p>	13	<ul style="list-style-type: none"> <li>• Assess sources for credibility, relevance, and accessibility</li> <li>• Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument</li> <li>• Develop, refine, and select inquiry questions for research</li> <li>• Develop and continually assess a research frame to guide independent searches</li> <li>• Collect and organize evidence from research to support analysis in</li> </ul>	<b>RI.9-10.1.a</b> <b>RI.9-10.8</b> W.9-10.1.b W.9-10.4 <b>W.9-10.7</b> <b>W.9-10.8</b> <b>W.9-10.9</b> SL.9-10.1 L.9-10.4.a, c, d	<p><b>End-of-Unit:</b>                      Students turn in a completed Research Portfolio including their Research and Vocabulary Journals.</p> <p><b>Evidence-Based Perspective:</b> Additionally, students write a one-page synthesis that articulates a specific perspective that is derived from their research. Students draw on the research outcomes, as developed in the Organizing Evidence-Based Claims Tools to express their perspective.</p>

MODULE 10.3				
Researching Multiple Perspectives to Develop a Position				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<p>Park</p> <p>“Do We Own Our Bodily Tissues?” by Margaret Ng Thow Hing</p> <p>“Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe</p> <p>“Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt</p> <p>“Human Tissue for Sale: What are the Costs?” by Deborah Josefson</p>		<p>writing</p> <ul style="list-style-type: none"> <li>• Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research</li> <li>• Develop counterclaims in opposition to claims</li> </ul>		

<b>MODULE 10.3</b> <b>Researching Multiple Perspectives to Develop a Position</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
“My Body, My Property” by Lori B. Andrews  “Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo				
<b>Unit 3: Synthesizing Research and Argument Through the Writing Process</b>				
Student texts (research sources) will vary.  By Unit 3, students will have chosen texts for research based on their individual problem-based question.	11	<ul style="list-style-type: none"> <li>Collect and organize evidence from research to support analysis in writing</li> <li>Analyze, synthesize, and organize evidence-based claims</li> <li>Write effective introduction, body, and conclusion paragraphs for a research-based argument paper</li> <li>Use proper MLA citation methods in writing</li> <li>Edit for a variety of purposes,</li> </ul>	<b>W.9-10.1.a-e</b> <b>W.9-10.4</b> <b>W.9-10.5</b> W.9-10.7 W.9-10.8 <b>W.9-10.9</b> SL.9-10.1 SL.9-10.6 <b>L.9-10.1.a</b> <b>L.9-10.2.a-c</b>	<b>End-of-Unit:</b>  Students work in class to finalize the research-based argument papers (End-of-Unit Assessment), editing, polishing, and rewriting as necessary. Students are evaluated on the final draft’s alignment to the criteria of the 10.3.3 Rubric and Checklist.

<b>MODULE 10.3</b> Researching Multiple Perspectives to Develop a Position				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		including using semi-colons, colons, and correct spelling <ul style="list-style-type: none"> <li>• Use formal style and objective tone in writing</li> <li>• Adhere to conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals)</li> <li>• Write coherently and cohesively</li> </ul>	<b>L.9-10.3.a</b> <b>L.9-10.6</b>	
Module Performance Assessment				
Student texts (research sources) will vary.	4		<b>SL.9-10.4</b> <b>SL.9-10.5</b> <b>SL.9-10.6</b>	Students enhance their research from the module by using technology to produce a podcast. Each student produces his or her own 5-minute podcast and also participates in a forum to discuss reactions to their podcasts with an audience of at least three other students/staff/community members.

**Note:** Bold text indicates targeted standards that will be assessed in the module.

<b>MODULE 10.4</b> “It is a Tale ... Full of Sound and Fury”: How do authors use craft and structure to develop characters and ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: “Once in a while, something slips—”</b>				
“Death of a Pig” by E. B. White	7	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based discussions about text</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Collect and organize evidence from texts to support claims made in writing</li> <li>Use vocabulary strategies to define unknown words</li> </ul>	<b>RI.9-10.2</b> <b>RI.9-10.4</b> <b>RI.9-10.5</b> <b>W.9-10.2.a-f</b> <b>W.9-10.5</b> <b>W.9-10.9.b</b> SL.9-10.1.a-e <b>L.9-10.1.a, b</b> <b>L.9-10.2.a-c</b> L.9-10.3.a L.9-10.4.a L.9-10.5.a	<b>End-of-Unit:</b> Students compose a multi-paragraph response to the following prompt: How does White develop the idea “once in a while something slips” over the course of the text?
<b>Unit 2: “There’s no art / To find the mind’s construction in the face”</b>				
<i>Macbeth</i> by William Shakespeare	26 (27 with optional)	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> </ul>	<b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.4</b>	<b>Mid-Unit:</b> Students write a multi-paragraph response to the following prompt:

<p style="text-align: center;"><b>MODULE 10.4</b>                      “It is a Tale ... Full of Sound and Fury”:                      How do authors use craft and structure to develop characters and ideas?</p>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
	lesson 23a)	<ul style="list-style-type: none"> <li>Engage in productive evidence-based conversations about text</li> <li>Determine meaning of unknown vocabulary</li> <li>Independently preview text in preparation for supported analysis</li> <li>Provide an objective summary of the text</li> <li>Paraphrase and quote relevant evidence from a text</li> <li>Construct an argument</li> <li>Analyze various treatments of a text across different media</li> <li>Write original evidence-based claims</li> <li>Generate and respond to questions in scholarly discourse</li> </ul>	<p><b>RL.9-10.5</b>  <b>RL.9-10.7.a</b>  <b>RL.9-10.9</b>  <b>W.9-10.1.a-e</b>  <b>W.9-10.2.a-f</b>  <b>W.9-10.9.a</b>  <b>SL.9-10.1.a, b, c-e</b>  <b>SL.9-10.4</b>                      SL.9-10.6  <b>L.9-10.1.a, b</b>  <b>L.9-10.2.a-c</b>                      L.9-10.4.a-c                      L.9-10.5.a, b</p>	<p>How do Shakespeare’s structural choices create an effect of mystery, tension, or surprise in the first two acts of the play?</p> <p><b>End-of-Unit:</b>                      Students answer the following prompt based on their work in this unit:                      Select a central character from <i>Macbeth</i>. Write an argument about how this character is primarily responsible for the tragedy. Support your claims using evidence that draws on character development, interactions, plot and/or central ideas.</p>

<b>MODULE 10.4</b> “It is a Tale ... Full of Sound and Fury”: How do authors use craft and structure to develop characters and ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 3: “... to know the nature of the people well one must be a prince, and to know the nature of princes well one must be of the people.”</b>				
<i>The Prince</i> by Niccolò Machiavelli (chapters 17 and 18)  <i>Macbeth</i> by William Shakespeare	5	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive, evidence-based conversations about texts</li> <li>• Determine meaning of unknown vocabulary</li> <li>• Independently preview text in preparation for supported analysis</li> <li>• Provide an objective summary of the text</li> <li>• Paraphrase and quote relevant evidence from a text</li> <li>• Analyze how an author uses rhetoric to advance his point of view</li> <li>• Write original evidence-based claims</li> </ul>	<b>RI.9-10.2</b> <b>RI.9-10.5</b> <b>RI.9-10.6</b> W.9-10.9.a, b <b>SL.9-10.1.a-e</b> L.9-10.4.a	Discussion on the following prompt: Would Macbeth be considered a successful prince under Machiavelli’s rules? Why or why not?  Use evidence from both <i>The Prince</i> and <i>Macbeth</i> to support your answer.

<b>MODULE 10.4</b> “It is a Tale ... Full of Sound and Fury”: How do authors use craft and structure to develop characters and ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>Generate and respond to questions in scholarly discourse</li> </ul>		
Module Performance Assessment				
<i>Macbeth</i> by William Shakespeare “Death of a Pig” by E. B. White <i>The Prince</i> by Niccolò Machiavelli (chapters 17 and 18)	3		<b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.4</b> <b>RL.9-10.5</b> RL.9-10.11 <b>RI.9-10.2</b> <b>RI.9-10.4</b> <b>RI.9-10.6</b> <b>W.9-10.2.a-f</b> W.9-10.5 <b>W.9-10.9.a, b</b> SL.9-10.1.a-e <b>L.9-10.1.a, b</b> <b>L.9-10.2.a-c</b>	Students write a multi-paragraph response to the following prompt:  Select a central idea common to <i>Macbeth</i> and either White’s “Death of a Pig” or Machiavelli’s <i>The Prince</i> . Discuss how each author uses structure, character, word choice, and/or rhetoric to develop this common idea. Explain the nuances in each author’s treatment of the idea.

**Note:** Bold text indicates targeted standards that will be assessed in the module.

## Standards Map

The curriculum consists of assessed and addressed standards. Assessed standards are standards that are assessed in unit and module performance assessments. Addressed standards are standards that are incorporated into the curriculum, but are not assessed.

**Key:**

Assessed Standard ●

Addressed Standard ○

<b>College and Career Readiness Anchor Standards for Reading</b>					
<b>Key Ideas and Details</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	●			
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.	●			
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	●			
<b>Reading for Literature</b>					
<b>Key Ideas and Details</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
RL.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	○			
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	●	●		●
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	●			●
<b>Craft and Structure</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
RL.9-10.4*	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative	●	●		●

	meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).				
RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	●			●
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		○		
<b>Integration of Knowledge and Ideas</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).				●
RL.9-10.7.a	Analyze works by authors or artists who represent diverse world cultures.				●
RL.9-10.8	(Not applicable to literature)				
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	●			●
<b>Range of Reading and Level of Text Complexity</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
RL.9-10.10*	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	<i>Yearlong standard</i>			
RL.9-10.11	<i>Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</i>	●			
<b>Reading for Informational Text</b>					
<b>Key Ideas and Details</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
RI.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	○		●	
RI.9-10.1.a	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			●	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	●	●	●	●
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	●	●	●	

Craft and Structure		10.1	10.2	10.3	10.4
RI.9-10.4*	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		●	●	●
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		●	●	●
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	●	●	●	●
Integration of Knowledge and Ideas		10.1	10.2	10.3	10.4
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.		●		
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		●	●	
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.				
RI.9-10.9.a	Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.				
Range of Reading and Level of Text Complexity		10.1	10.2	10.3	10.4
RI.9-10.10*	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	<i>Yearlong standard</i>			
<b>Writing</b>					
Text Types and Purposes		10.1	10.2	10.3	10.4
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.			●	●
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.			●	●
W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.			●	●

W.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			●	●
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			●	●
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.			●	●
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	●	●	●	●
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	●	●		●
W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	●	●	●	●
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	○	●		●
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	●	●	●	●
W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		●	●	●
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	●	●		●
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.				
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.				
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.				
W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.				
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				
W.9-10.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.				

Production and Distribution of Writing		10.1	10.2	10.3	10.4
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	●		●	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)		○	●	●
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.				
Research to Build and Present Knowledge		10.1	10.2	10.3	10.4
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			●	
W.9-10.7.a	Explore topics dealing with different cultures and world viewpoints.				
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			●	
W.9-10.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●	●
W.9-10.9.a	Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	●	○		●
W.9-10.9.b	Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	●	●	●	●
Range of Writing		10.1	10.2	10.3	10.4
W.9-10.10*	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<i>Yearlong standard</i>			
Speaking and Listening					
Comprehension and Collaboration		10.1	10.2	10.3	10.4
SL.9-10.1*	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	●	○	○	●

SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	●	○	○	●
SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.		○		●
SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	○	○	○	●
SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	○	○		●
SL.9-10.1.e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	○	○		●
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.				
SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.				
<b>Presentation of Knowledge and Ideas</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	○		●	●
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			●	
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)			●	○
<b>Language</b>					
<b>Conventions of Standard English</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●
L.9-10.1.a	Use parallel structure.	○	○	○	●
L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	○			●

L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●
L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	○	○	○	●
L.9-10.2.b	Use a colon to introduce a list or quotation.			○	●
L.9-10.2.c	Spell correctly.	●		○	●
<b>Knowledge of Language</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	○		●	○
L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i> ) appropriate for the discipline and writing type.			●	○
<b>Vocabulary Acquisition and Use</b>		<b>10.1</b>	<b>10.2</b>	<b>10.3</b>	<b>10.4</b>
L.9-10.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	○	○		○
L.9-10.4.a*	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	○	○		○
L.9-10.4.b*	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ).		○		○
L.9-10.4.c*	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.				○
L.9-10.4.d*	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<i>Yearlong standard</i>			
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	○	●		○
L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	○	○		○
L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.				○
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	○		●	

\*Standards marked with an asterisk (\*) are yearlong standards included in each module.