

Standard ID	Standard Text	Edgenuity Lesson Name
RI.9-10. Reading Standards for Informational Text		
Key Ideas and Details		
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.	Evaluating The Power of Mass Media and Social Media
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.	Evaluating Different Media about Food Safety
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.	Analyzing Career Information from the Bureau of Labor Statistics Website
Craft and Structure		
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).	Comparing Arguments from Diverse Perspectives
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).	Analyzing Career Information from the Bureau of Labor Statistics Website Comparing Arguments from Diverse Perspectives
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.	Evaluating News Reporting Comparing Arguments from Diverse Perspectives Evaluating The Power of Mass Media and Social Media
Integration of Knowledge and Ideas		
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.	Evaluating Different Media about Food Safety Evaluating The Power of Mass Media and Social Media
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.	Analyzing and Evaluating Arguments Comparing Arguments from Diverse Perspectives
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.	Analyzing Career Information from the Bureau of Labor Statistics Website

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Range of Reading and Level of Text Complexity		
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.	Career and Technical Student Organizations Analyzing and Evaluating Arguments Analyzing Career Information from the Bureau of Labor Statistics Website Comparing Arguments from Diverse Perspectives Making Employment Decisions
W.9-10. Writing Standards Text Types and Purposes		
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.	
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.	Writing a Persuasive E-mail Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2
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.	Writing a Persuasive E-mail Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2
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.	Writing a Persuasive E-mail Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2
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.	Writing a Persuasive E-mail Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2

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W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.	Writing a Persuasive E-mail Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2
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	
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.	Writing Workshop: Visual Media Analysis Using Visual Aids
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.	Writing Workshop: Visual Media Analysis
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.	Writing Workshop: Visual Media Analysis
W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Complex Instructions
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.	Complex Instructions
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).	Writing Workshop: Visual Media Analysis
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.	Writing a Narrative about Overcoming a Challenge
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.	Writing a Narrative about Overcoming a Challenge
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.	Writing a Narrative about Overcoming a Challenge
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.	Writing a Narrative about Overcoming a Challenge
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.	Writing a Narrative about Overcoming a Challenge

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Production and Distribution of Writing		
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 above.)	Writing Workshop: Visual Media Analysis Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing a Narrative about Overcoming a Challenge
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.	Writing Workshop: Visual Media Analysis Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Using Organizational Aids Writing a Narrative about Overcoming a Challenge
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.	Computer Technology and Applications Writing a Persuasive E-mail Writing Workshop: Visual Media Analysis Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing a Narrative about Overcoming a Challenge
Research to Build and Present Knowledge		
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.	Developing a Research Plan Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
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.	Developing a Research Plan Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
W.9-10.9.		
W.9-10.9(a)	Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	n/a

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W.9-10.9(b)	Apply grades 9-10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Analyzing Career Information from the Bureau of Labor Statistics Website Comparing Arguments from Diverse Perspectives Evaluating Different Media about Food Safety
Range of Writing		
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.	What is Human Communication? Elements and Characteristics of Human Communication Principles of Communication Ethics and Diversity: Culture and Communication Ethics and Diversity: Confronting Bias in Language The Characteristics of Nonverbal Communication Nonverbal Communication: Appearance, Gestures, and Expressions Nonverbal Communication: Touch, Voice, and Environment Dynamics of Groups and Teams Effective Group Work Technology Basics Computer Technology and Applications Organizational Communication Ethical Behavior Using Your Time Effectively Evaluating News Reporting Writing a Persuasive E-mail Complex Instructions Writing Workshop: Visual Media Analysis Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Exploring Your Interests Portfolio Activity: Self Assessment Profile

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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>(cont'd)</i>	Completing a Job Search Job Applications and References Portfolio Activity: Personal Fact Sheet Introduction to Résumé Writing Parts of a Résumé Writing an Effective Résumé Résumé Formatting and Distribution Portfolio Activity: Writing a Résumé Introduction to Cover Letters Sending a Cover Letter Portfolio Activity: Writing a Cover Letter Interviewing Basics Preparing for the Interview Succeeding in the Interview Follow Up After the Interview Portfolio Activity: Writing a Thank-you Letter
SL.9-10.	Speaking and Listening Standards	
SL.9-10.1.	Comprehension and Collaboration	
SL.9-10.1(a)	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
SL.9-10.1(b)	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.	Speaking and Listening: Effective Group Discussions
SL.9-10.1(c)	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.	Dynamics of Groups and Teams Effective Group Work Speaking and Listening: Effective Group Discussions Managing Projects Effectively
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.	Speaking and Listening: Effective Group Discussions Complex Instructions

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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.	Speaking and Listening: Effective Group Discussions
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.	Evaluating Different Media about Food Safety Evaluating The Power of Mass Media and Social Media
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.	Evaluating News Reporting Evaluating Different Media about Food Safety
Presentation of Knowledge and Ideas		
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.	Complex Instructions Research Workshop: Writing and Presenting the Argumentative Essay, Part 2
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.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 2
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Principles of Communication The Characteristics of Nonverbal Communication Nonverbal Communication: Appearance, Gestures, and Expressions Nonverbal Communication: Touch, Voice, and Environment Speaking and Listening: Effective Group Discussions Complex Instructions Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Interviewing Basics Preparing for the Interview Succeeding in the Interview

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WA.L.9-10.	Language Standards	
	Conventions of Standard English	
L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Connecting Sentences and Clauses Using Punctuation Capitalization, Punctuation, and Spelling Punctuating Restrictive and Nonrestrictive Elements
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.	Connecting Sentences and Clauses
L.9-10.2(b)	Use a colon to introduce a list or quotation.	Using Punctuation
L.9-10.2(c)	Spell correctly.	Building Vocabulary: Word Roots, Affixes, and Reference Materials Writing Workshop: Visual Media Analysis Capitalization, Punctuation, and Spelling Using Reference Resources
	Knowledge of Language	
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., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	Using Reference Resources
	Vocabulary Acquisition and Use	
L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, 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.	Capitalization, Punctuation, and Spelling Using Reference Resources
L.9-10.4(b)	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Building Vocabulary: Word Roots, Affixes, and Reference Materials
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.	Building Vocabulary: Word Roots, Affixes, and Reference Materials Using Reference Resources

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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).	Building Vocabulary: Word Roots, Affixes, and Reference Materials Using Reference Resources
L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Comparing Arguments from Diverse Perspectives
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.	Complex Instructions Using Reference Resources