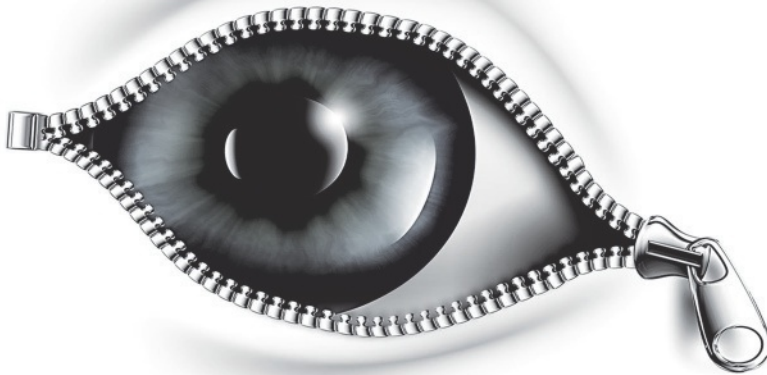


VOLUME ONE

my **Perspectives**[™] CALIFORNIA
ENGLISH LANGUAGE ARTS



NEW YORK, NEW YORK • BOSTON, MASSACHUSETTS
CHANDLER, ARIZONA • GLENVIEW, ILLINOIS

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ISBN-13: 978-0-13-333959-8

ISBN-10: 0-13-333959-9

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Welcome!

myPerspectives™ English Language Arts is a student-centered learning environment where you will analyze text, cite evidence, and respond critically about your learning. You will take ownership of your learning through goal-setting, reflection, independent text selection, and activities that allow you to collaborate with your peers.

Each unit of study includes selections of different genres—including multimedia—all related to a relevant and meaningful Essential Question. As you read, you will engage in activities that inspire thoughtful discussion and debate with your peers allowing you to formulate, and defend, your own perspectives.

myPerspectives ELA offers a variety of ways to interact directly with the text. You can annotate by writing in your print consumable, or you can annotate in your digital Student Edition. In addition, exciting technology allows you to access multimedia directly from your mobile device and communicate using an online discussion board!

We hope you enjoy using *myPerspectives ELA* as you develop the skills required to be successful throughout college and career.



Authors' Perspectives

myPerspectives is informed by a team of respected experts whose experiences working with students and study of instructional best practices have positively impacted education. From the evolving role of the teacher to how students learn in a digital age, our authors bring new ideas, innovations, and strategies that transform teaching and learning in today's competitive and interconnected world.

“The teaching of English needs to focus on engaging a new generation of learners. How do we get them excited about reading and writing? How do we help them to envision themselves as readers and writers? And, how can we make the teaching of English more culturally, socially, and technologically relevant? Throughout the curriculum, we've created spaces that enhance youth voice and participation and that connect the teaching of literature and writing to technological transformations of the digital age.”



Ernest Morrell, Ph.D.

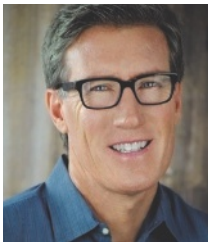
is the Macy professor of English Education at Teachers College, Columbia University, a class of 2014 Fellow of the American Educational Research Association, and the Past-President of the National Council of Teachers of English (NCTE). He is also the Director of Teachers College's Institute for Urban and Minority Education (IUME). He is an award-winning author and in his spare time he coaches youth sports and writes poems and plays. Dr. Morrell has influenced the development of *myPerspectives* in Assessment, Writing & Research, Student Engagement, and Collaborative Learning.



Elfrieda Hiebert, Ph.D.

is President and CEO of TextProject, a nonprofit that provides resources to support higher reading levels. She

is also a research associate at the University of California, Santa Cruz. Dr. Hiebert has worked in the field of early reading acquisition for 45 years, first as a teacher's aide and teacher of primary-level students in California and, subsequently, as a teacher and researcher. Her research addresses how fluency, vocabulary, and knowledge can be fostered through appropriate texts. Dr. Hiebert has influenced the development of *myPerspectives* in Vocabulary, Text Complexity, and Assessment.



Kelly Gallagher, M.Ed.

teaches at Magnolia High School in Anaheim, California, where he is in his thirty-first year. He is the former co-director of the South Basin Writing Project at

California State University, Long Beach. Mr. Gallagher has influenced the development of *myPerspectives* in Writing, Close Reading, and the Role of Teachers.

“It’s critical to give students the opportunity to read a wide range of highly engaging texts and to immerse themselves in exploring powerful ideas and how these ideas are expressed. In *myPerspectives*, we focus on building up students’ awareness of how academic language works, which is especially important for English language learners.”

“The signature of complex text is challenging vocabulary. In the systems of vocabulary, it’s important to provide ways to show how concepts can be made more transparent to students. We provide lessons and activities that develop a strong vocabulary and concept foundation—a foundation that permits students to comprehend increasingly more complex text.”

“The *myPerspectives* classroom is dynamic. The teacher inspires, models, instructs, facilitates, and advises students as they evolve and grow. When teachers guide students through meaningful learning tasks and then pass them ownership of their own learning, students become engaged and work harder. This is how we make a difference in student achievement—by putting students at the center of their learning and giving them the opportunities to choose, explore, collaborate, and work independently.”

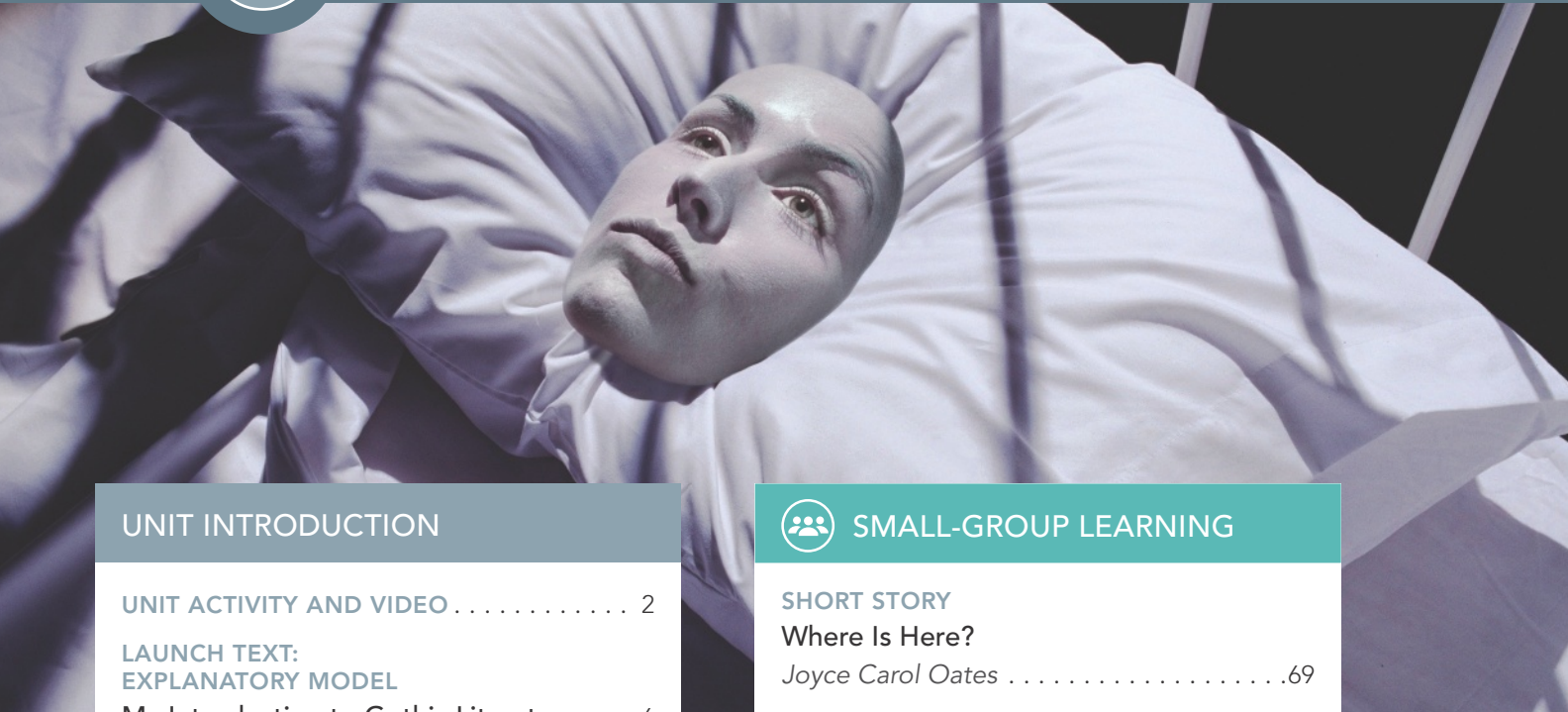


Jim Cummins, Ph.D.

is a Professor Emeritus in the Department of Curriculum, Teaching and Learning of the University of Toronto. His research focuses on literacy development in multilingual school contexts as well as on the

potential roles of technology in promoting language and literacy development. In recent years, he has been working actively with teachers to identify ways of increasing the literacy engagement of learners in multilingual school contexts. Dr. Cummins has influenced the development of *myPerspectives* in English Language Learner and English Language Development support.

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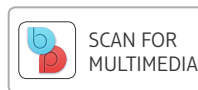
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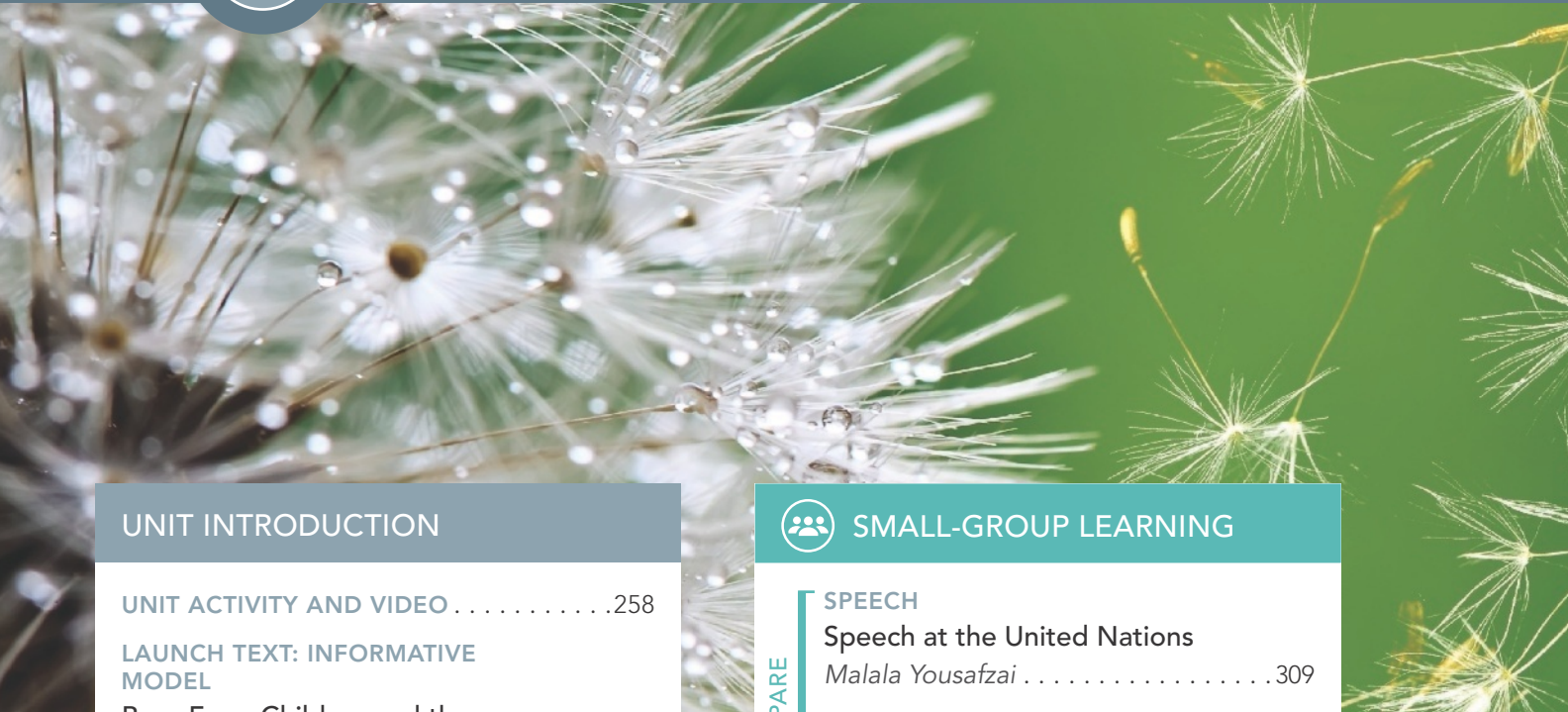
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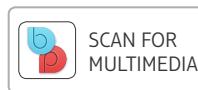
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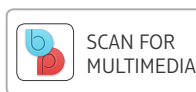
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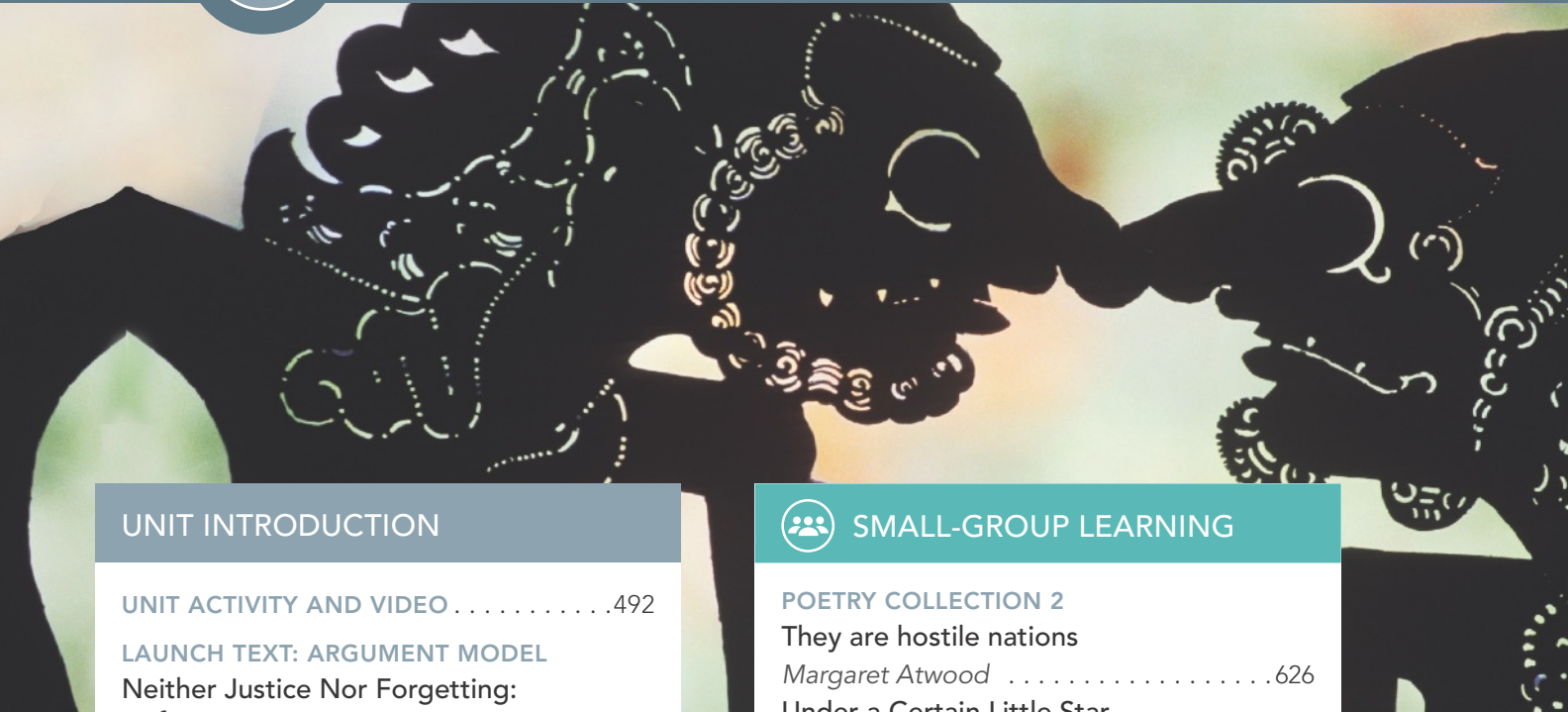
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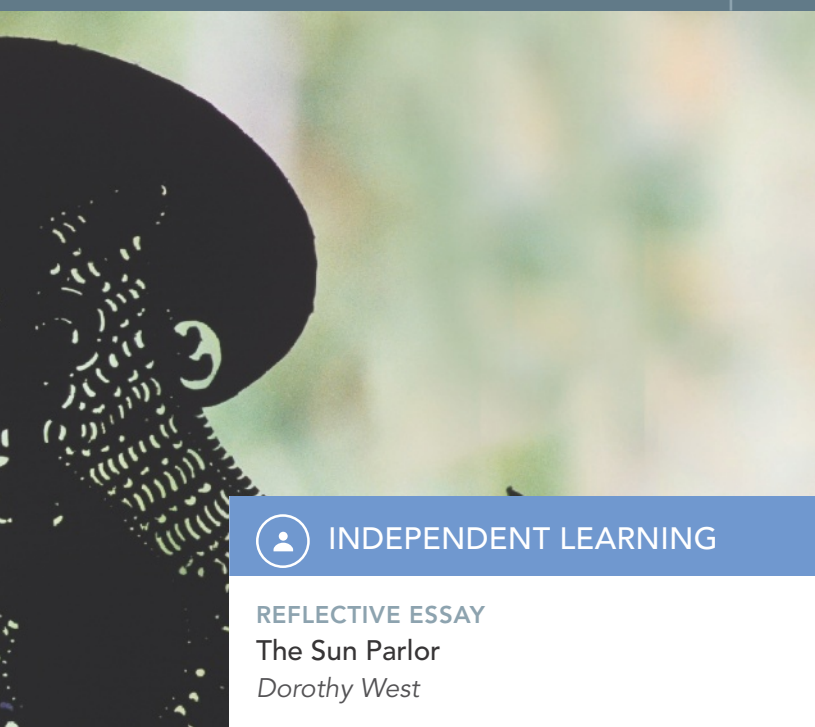
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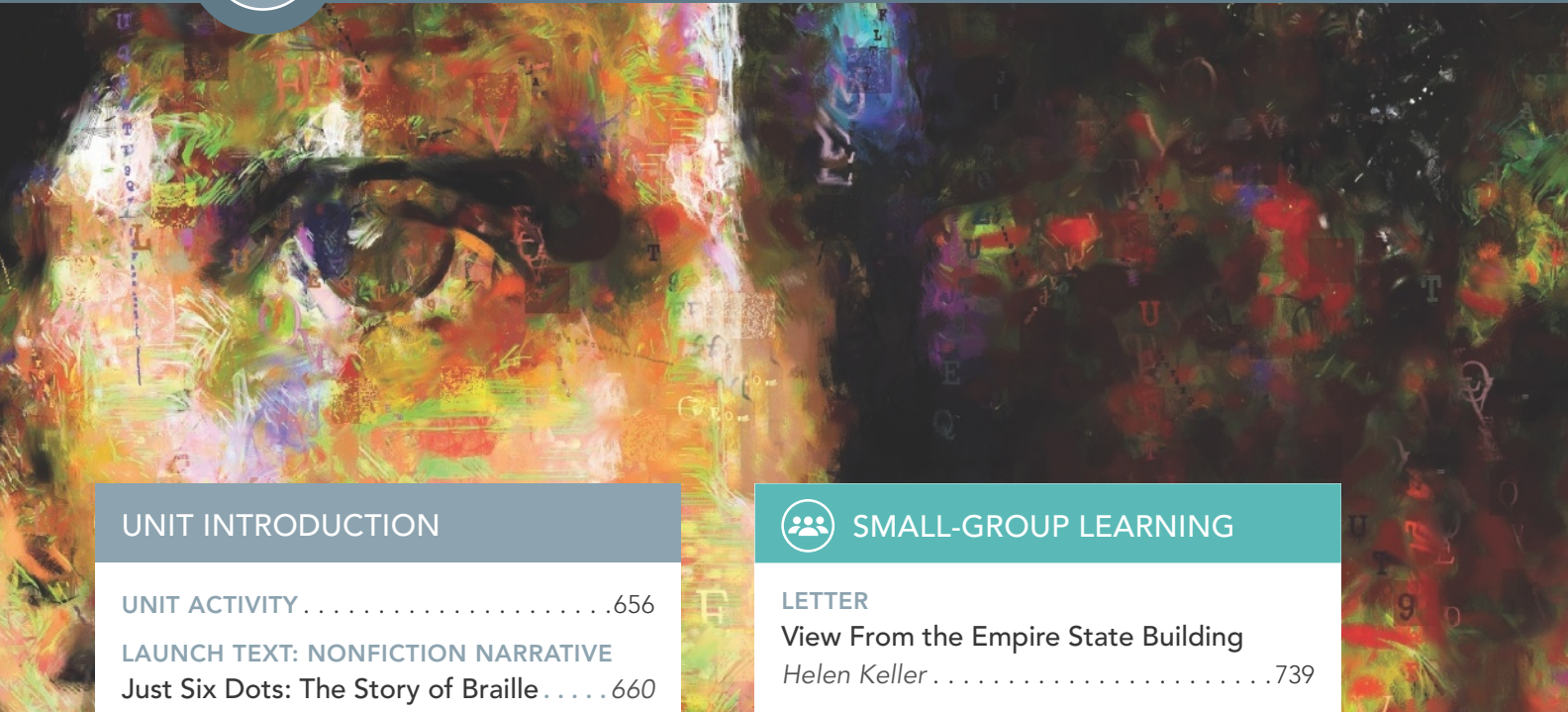
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Enter answers to prompts right in your digital Notebook and “turn it in” to your teacher.

Back to Realize

Unit 1: Survival > Whole-Class Learning > The Seventh Man

The Seventh Man

Haruki Murakami

ANCHOR TEXT | SHORT STORY

Background Author Standards

8:31 PM 85%

1 "A huge wave nearly swept me away," said the seventh man, almost whispering. "It happened one September afternoon when I was ten years old."

2 The man was the last one to tell his story that night. The hands of the clock had moved past ten. The small group that huddled in a circle could hear the wind tearing through the darkness outside, heading west. It shook the trees, set the windows to rattling, and moved past the house with one final whistle.

3 "It was the biggest wave I had ever seen in my life," he said. "A strange wave. An **absolute** giant."

4 He paused.

5 "It just barely missed me, but in my place it swallowed everything that mattered most to me and swept it off to another world. I took years to find it again to recover from the experience—precious years that can never be replaced."

6 The seventh man appeared to be in his mid-fifties. He was a thin man, tall, with a moustache, and next to his right eye he had a short but deep-looking scar that could have been made by the stab of a small blade. Stiff, brittle patches of white marked his short hair. His face had the look you when they can't quite find the words they need. In his case, expression seemed to have been there from long before, as part of him. The man wore a simple blue shirt under a grey every now and then he would bring his hand to his collar. assembled there knew his name or what he did for a living. his throat, and for a moment or two his words were lost in ers waited for him to go on. it was a wave," he said. "There's no way for me to tell, of will be for each of you. But in my case it just happened to of a gigantic¹⁸ wave. It presented itself to me all of a sudden one day, without warning. And it was devastating."

9 As you read the selections in this Unit, identify interesting words related to the idea of survival and add them to your Word Network.

danger

rescue

risky

SURVIVAL

Word Network Model

Word Study

Conventions

The in-line annotation tool allows you to practice close reading by highlighting and adding comments about the text.

Interactivities are available for you to complete and submit directly to your teacher.

the shops in town lowered their shutters in preparation for the storm. Starting early in the morning, my father and brother went around the house nailing shut all the storm-doors, while my mother spent the day in the kitchen cooking emergency provisions. We filled bottles and canteens with water, and packed our most important possessions in rucksacks² for possible evacuation. To the adults, typhoons were an annoyance and a threat they had to face almost annually, but to the kids, removed as we were from such practical concerns, it was just a great big circus, a wonderful source of excitement.

12 Just after noon the color of the sky began to change all of a sudden.

There was something strange and unreal about it. I stayed outside on the porch, watching the sky, until the wind began to howl and the rain began to beat against the house with a weird dry sound, like handfuls of sand. Then we closed the last storm-door and gathered together in one room of the darkened house, listening to the radio. This particular storm did not have a great deal of rain, it said, but the winds were doing a lot of damage, blowing roofs off houses and capsizing ships. Many people had been killed or injured by flying debris. Over and over again, they warned people against leaving their homes. Every once in a while, the house would creak and shudder as if a huge hand were shaking it, and sometimes there would be a great crash of some heavy-sounding object against a storm-door. My father guessed that these were tiles blowing off the neighbors' houses. For lunch we ate the rice and omelettes my mother had cooked, waiting for the typhoon to blow past.

13 But the typhoon gave no sign of blowing past. The radio said it had lost momentum³ almost as soon as it came ashore at S. Province, and now it was moving north-east at the pace of a slow runner. The wind kept up its savage howling as it tried to stand on land.

14 Perhaps an hour had gone by with the when a hush fell over everything. All of a could hear a bird crying in the distance. M door a crack and looked outside. The win rain had ceased to fall. Thick, gray clouds

NOTES

This sentence is leading up to an exciting story.

CLOSE READ

ANNOTATE: In paragraph 12, annotate at least four vivid details about the storm. Underline those that compare one thing to another.

QUESTION: What is being compared? What picture does each detail create in the reader's mind?

CONCLUDE: How do these descriptions help you visualize the typhoon?

Typhoons are powerful, scary storms that can do a lot of damage.

Use the close-read prompts to guide you through an analysis of the text. You can highlight, circle, and underline the text right in your print Student Edition.



LANGUAGE DEVELOPMENT



THE SEVENTH MAN

Concept Vocabulary

desperate	hallucination	profound
entranced	premonition	meditative

Why These Words? These concept words help to reveal the emotional state of the seventh man. For example, when the wave approaches, the seventh man is *entranced*, waiting for it to attack. After the wave hits, the seventh man believes he sees his friend K. in the wave and claims that this experience was no *hallucination*. Notice that both words relate to experiences that occur only in the mind of the seventh man.

1. How does the concept vocabulary sharpen the reader's understanding of the mental or emotional state of the seventh man?

These words are descriptive and precise.

2. What other words in the selection connect to this concept?
ominous, overcome, nightmares

Practice

Notebook The concept vocabulary words appear in "The Seventh Man."

- Use each concept word in a sentence that demonstrates your understanding of the word's meaning.
- Challenge yourself to replace the concept word with one or two synonyms. How does the word change affect the meaning of your sentence? For example, which sentence is stronger? Which has a more positive meaning?

Word Study

Latin suffix: -tion The Latin suffix *-tion* often indicates that a word is a noun. Sometimes this suffix is spelled *-ion* or *-ation*. These related suffixes mean "act, state, or condition of." In "The Seventh Man," the word *premonition* means "the state of being forewarned."

1. Record a definition of *hallucination* based on your understanding of its root word and the meaning of the suffix *-tion*.

The condition of seeing something that is not real

2. Look back at paragraphs 37–40 and find two other words that use the suffix *-tion*. Identify the root word that was combined with the suffix. Record a definition for each word.

cooperate + -tion—the state of working together
direct + -tion—the state of being guided

Respond to questions and activities directly in your book!

WORD NETWORK

Add interesting survival words from the text to your Word Network.

STANDARDS

L.9–10.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

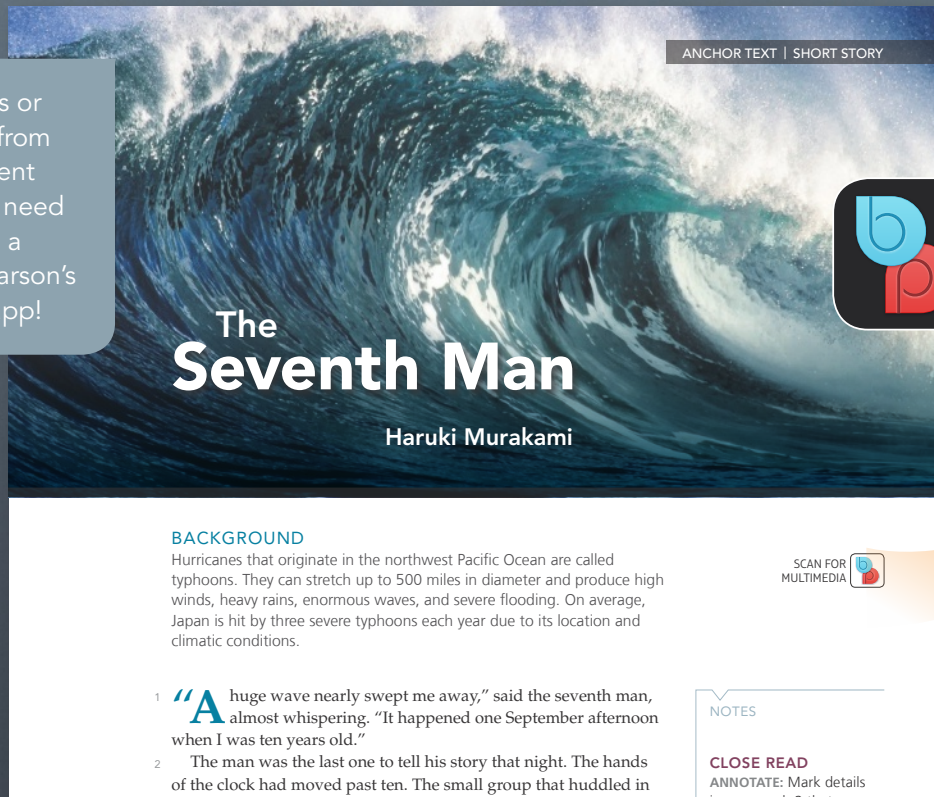
L.9–10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech, and continue to apply knowledge of Greek and Latin roots and affixes.

L.9–10.5b Analyze nuances in the meaning of words with similar denotations.

Digital Resources

You can access digital resources from your print Student Edition, or from Pearson Realize™.

To watch videos or listen to audio from your print Student Edition, all you need is a device with a camera and Pearson's BouncePages app!



How to watch a video or listen to audio:

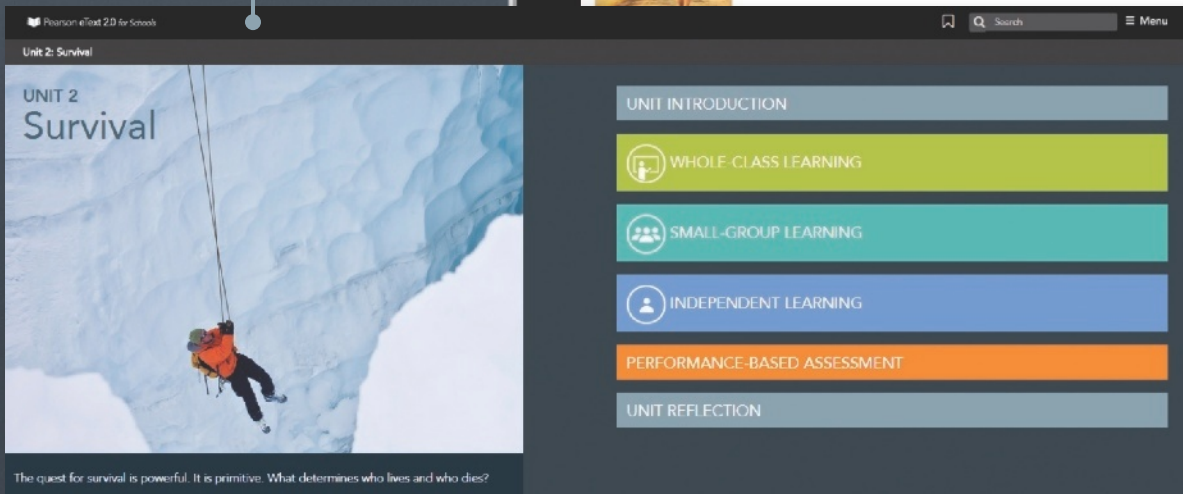
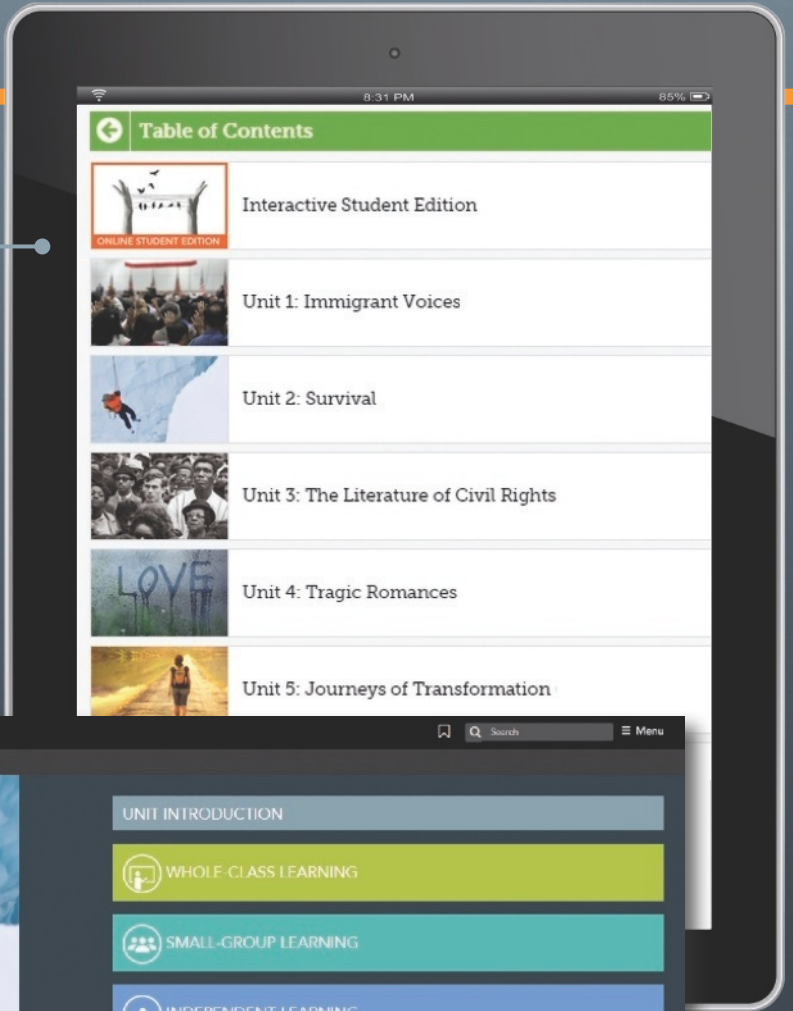
1. Download Pearson's BouncePages App from the Apple App or Google Play Store.
2. Open the app on your mobile device.
3. Aim your camera so the page from your Student Edition is viewable on your screen.



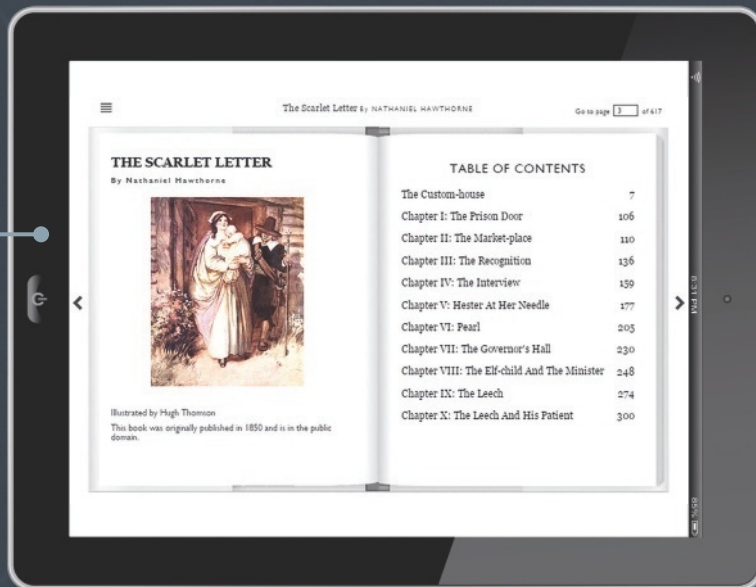
4. Tap the screen to scan the page.
5. Press the "Play" button on the page that appears on your device.
6. View the video or listen to the audio directly from your device!



Digital resources, including audio and video, can be accessed in the Interactive Student Edition. Your teacher might also assign activities for you to complete online.



You will also find digital novels, interactive lessons, and games!



Standards Overview

California Common Core State Standards will prepare you to succeed in college and your future career. The College and Career Readiness Anchor Standards define what you need to achieve by the end of high school, and the grade-specific Standards define what you need to know by the end of your current grade level.

The following provides an overview of the Standards.

Standards for Reading

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grade 10 Reading Standards for Literature

STANDARD CODE	Standard
Key Ideas and Details	
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.
Craft and Structure	
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). (See grade 9–10 Language standards 4–6 for additional expectations.)
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.
Integration of Knowledge and Ideas	
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.9–10.8	(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).
Range of Reading and Level of Text Complexity	
RL.9–10.10	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.

Standards Overview

Grade 10 Reading Standards for Informational Text	
STANDARD CODE	Standard
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.
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	
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). (See grade 9–10 Language standards 4–6 for additional expectations.)
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.9–10.5.a	Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.
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	
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.
Range of Reading and Level of Text Complexity	
RI.9–10.10	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.

Standards for Writing

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

Grade 10 Writing Standards

STANDARD CODE	Standard
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.

Standards Overview

Grade 10 Writing Standards	
STANDARD CODE	Standard
Text Types and Purposes (continued)	
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 or thesis statement; 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.

Grade 10 Writing Standards

STANDARD CODE	Standard
Text Types and Purposes (continued)	
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.
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.
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.
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	
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.9–10.8	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 including footnotes and endnotes.
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	
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.

Standards Overview

Standards for Speaking and Listening

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 10 Standards for Speaking and Listening

STANDARD CODE	Standard
Comprehension and Collaboration	
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 grades 9–10 topics, texts, and issues, 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.

Grade 10 Standards for Speaking and Listening

STANDARD CODE	Standard
Comprehension and Collaboration (continued)	
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.
Presentation of Knowledge and Ideas	
SL.9–10.4	Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
SL.9–10.4.a	Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9 th or 10 th grade)
SL.9–10.4.b	Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9 th or 10 th grade)
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.)

Standards Overview

Standards for Language

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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.

Grade 10 Standards for Language

STANDARD CODE	Standard
Conventions of Standard English	
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.

Grade 10 Standards for Language

STANDARD CODE	Standard
Conventions of Standard English (continued)	
L.9–10.2.b	Use a colon to introduce a list or quotation.
L.9–10.2.c	Spell correctly.
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., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.
Vocabulary Acquisition and Use	
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>) and continue to apply knowledge of Greek and Latin roots and affixes.
L.9–10.4.c	Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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).
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.