

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 1	Activity 1.1: Previewing the Unit	LAFS.910.L.3.6: 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.	LAFS.910.RL.1.10
Unit 1	Activity 1.2: Talking About Voice	LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.L.3.5b: Analyze nuances in the meaning of words with similar denotations. LAFS.910.L.3.6: 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.	LAFS.910.RL.2.4; LAFS.910.RI.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.L.3.4a
Unit 1	Activity 1.3: Narrative Voices	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.3: 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.	LAFS.910.RL.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.L.3.6
Unit 1	Activity 1.4: Parallel Structure	LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.910.L.1.1a: Use parallel structure. LAFS.910.L.3.6: 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.	LAFS.910.RI.2.4; LAFS.910.L.1.1b; LAFS.910.L.3.4a

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 1	Activity 1.5: Defining Experiences	<p>LAFS.910.RL.2.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>LAFS.910.RL.1.1; LAFS.910.RL.1.10;</p> <p>LAFS.910.W.1.2a; LAFS.910.W.1.2b;</p> <p>LAFS.910.W.1.2c; LAFS.910.W.1.2d;</p> <p>LAFS.910.W.1.2f; LAFS.910.W.2.4;</p> <p>LAFS.910.W.2.5; LAFS.910.L.3.4a;</p> <p>LAFS.910.L.3.5b; LAFS.910.L.3.6</p>
Unit 1	LC 1.5 Language Checkpoint: Understanding Verb Voice and Mood	LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Unit 1	Activity 1.6: Learning How to Interview	<p>LAFS.910.W.2.4: 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.)</p> <p>LAFS.910.W.2.5: 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.)</p> <p>LAFS.910.SL.1.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>LAFS.910.W.1.2a; LAFS.910.W.1.2f;</p> <p>LAFS.910.W.3.7; LAFS.910.W.1.10;</p> <p>LAFS.910.SL.1.1a; LAFS.910.SL.2.4;</p> <p>LAFS.910.L.1.1a; LAFS.910.L.3.6</p>
Unit 1	Activity 1.7: Conversations with Characters	<p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	LAFS.910.RL.1.10; LAFS.910.W.1.10

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 1	Activity 1.8: Two Versions of One Narrative	<p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>LAFS.910.W.1.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.2; LAFS.910.RL.1.3; LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.3; LAFS.910.RI.2.4; LAFS.910.W.1.3a; LAFS.910.W.2.5; LAFS.910.W.3.9a; LAFS.910.W.1.10; LAFS.910.L.1.1a; LAFS.910.L.3.4a; LAFS.910.L.3.6
Unit 1	Activity 1.9: Reading an Interview Narrative	<p>LAFS.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	LAFS.910.RI.1.1; LAFS.910.RI.1.10; LAFS.910.W.1.10; LAFS.910.L.3.6
Unit 1	Activity 1.10: Examining the Art of Questioning	<p>LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>LAFS.910.SL.1.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	LAFS.910.RI.1.1; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.1.10; LAFS.910.L.3.6
Unit 1	Activity 1.11: Transforming the Transcript	<p>LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>LAFS.910.W.1.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	LAFS.910.RI.1.1; LAFS.910.W.1.3b; LAFS.910.W.1.3d; LAFS.910.L.1.1a

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 1	Activity 1.12: Planning an Interview	<p>LAFS.910.W.2.4: 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.)</p> <p>LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p> <p>LAFS.910.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
Unit 1	Embedded Assessment 1: Writing and Presenting an Interview Narrative	<p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.910.W.1.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>LAFS.910.W.1.3a: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>LAFS.910.W.1.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>LAFS.910.W.1.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>LAFS.910.W.1.2f; LAFS.910.W.1.3d; LAFS.910.W.1.3e; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.3.7; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.L.1.2c</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 1	Activity 1.13: Previewing Embedded Assessment 2 and Preparing to Write an Argument	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>LAFS.910.L.3.6: 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.</p>	LAFS.910.RI.1.2; LAFS.910.W.1.1, LAFS.910.SL.1.1
Unit 1	Activity 1.14: Building an Argument	<p>LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	LAFS.910.RI.2.4; LAFS.910.RI.2.6; LAFS.910.RI.1.10; LAFS.910.L.3.4a; LAFS.910.L.3.5a; LAFS.910.L.3.6; LAFS.910.W.1.1a
Unit 1	Activity 1.15: Using Rhetorical Appeals	<p>LAFS.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>LAFS.910.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.3; LAFS.910.RI.2.4; LAFS.910.RI.3.9; LAFS.910.RI.1.10; LAFS.910.W.1.1a; LAFS.910.W.1.1b; LAFS.910.W.1.1c; LAFS.910.L.3.4a; LAFS.910.L.3.6; LAFS.910.SL.1.1c

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Unit 1	Activity 1.16: Targeting Your Audience	<p>LAFS.910.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.3; LAFS.910.RI.2.4; LAFS.910.RI.3.8; LAFS.910.RI.1.10; LAFS.910.W.1.1a; LAFS.910.W.1.1b; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.1.10; LAFS.910.SL.1.1c; LAFS.910.L.3.4a</p>
Unit 1	Activity 1.17: Evaluating Claims and Reasoning	<p>LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>LAFS.910.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.3; LAFS.910.RI.2.5; LAFS.910.RI.1.10; LAFS.910.W.1.1d; LAFS.910.W.1.1e; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.L.3.6</p>
Unit 1	Embedded Assessment 2: Writing an Argumentative Essay	<p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.W.1.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>LAFS.910.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons.</p> <p>LAFS.910.W.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>LAFS.910.W.1.2; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6; LAFS.910.W.3.8; LAFS.910.W.3.9b; LAFS.910.W.1.10; LAFS.910.L.1.1b; LAFS.910.L.1.2c</p>
Unit 2	Activity 2.1: Previewing the Unit	<p>LAFS.910.RL.1.10: 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.</p>	<p>LAFS.910.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.2: Reviewing the Elements of a Story	<p>LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>LAFS.910.W.1.3a: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>LAFS.910.W.1.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>LAFS.910.W.1.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	LAFS.910.L.3.4d; LAFS.910.L.3.6; LAFS.910.L.3.4a
Unit 2	Activity 2.3: Analyzing Writer's Style	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>LAFS.910.W.1.3a: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	LAFS.910.RL.2.4; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.1.10; LAFS.910.L.1.2a; LAFS.910.L.3.4a; LAFS.910.L.3.6
Unit 2	Activity 2.4: The Meaning of Imagery and Symbols	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	LAFS.910.RL.1.10; LAFS.910.L.3.4a; LAFS.910.L.3.6

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Unit 2	Activity 2.5: Shared Gifts: Introducing Irony	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.2: 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. LAFS.910.RL.1.3: 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.	LAFS.910.RL.2.4; LAFS.910.RL.2.5; LAFS.910.RL.2.6; LAFS.910.RL.3.7; LAFS.910.RL.3.9; LAFS.910.RL.1.10; LAFS.910.W.1.3a; LAFS.910.W.1.3b; LAFS.910.W.1.3d; LAFS.910.W.3.9a; LAFS.910.L.3.4a; LAFS.910.L.3.5a; LAFS.910.L.3.6
Unit 2	LC 2.5: Language Checkpoint: Using Punctuation Within Sentences	LAFS.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.910.L.1.2a: Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses. LAFS.910.L.1.2b: Use a colon to introduce a list or quotation.	
Unit 2	Activity 2.6: Close Reading of a Short Story	LAFS.910.RL.1.3: 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. LAFS.910.RL.2.5: 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.	LAFS.910.RL.1.1, LAFS.910.RL.1.3; LAFS.910.RL.2.6; LAFS.910.W.1.3b, LAFS.910.W.3.9a; LAFS.910.L.1.1, LAFS.910.L.1.2b, LAFS.910.L.3.5a, LAFS.910.L.3.5b
Unit 2	Activity 2.7: Introducing a Story of Revenge	LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	LAFS.910.RI.1.3; LAFS.910.RI.2.4; LAFS.910.W.1.3d; LAFS.910.W.1.10; LAFS.910.L.1.1a; LAFS.910.L.1.1b; LAFS.910.L.3.4a; LAFS.910.L.3.4c
Unit 2	Activity 2.8: Irony in the Vaults	LAFS.910.RL.2.4: 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. LAFS.910.RL.2.5: 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. LAFS.910.L.1.1a: Use parallel structure. LAFS.910.L.3.5b: Analyze nuances in the meaning of words with similar denotations.	LAFS.910.RL.1.1; LAFS.910.RL.1.3; LAFS.910.RL.1.10; LAFS.910.W.1.2b; LAFS.910.W.2.5; LAFS.910.W.3.9a; LAFS.910.L.2.3; LAFS.910.L.3.4a

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Unit 2	Activity 2.9: Connecting Symbolism to Meaning	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.2.4: 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.)</p>	<p>LAFS.910.RL.1.1; LAFS.910.RL.2.5; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.1.2d; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1a</p>
Unit 2	Embedded Assessment 1: Writing a Short Story	<p>LAFS.910.W.1.3a: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>LAFS.910.W.1.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>LAFS.910.W.1.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>LAFS.910.W.1.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>LAFS.910.W.1.3e: Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6; LAFS.910.W.1.10; LAFS.910.L.1.2c</p>
Unit 2	Activity 2.10: Previewing Embedded Assessment 2: Thinking About Style	<p>LAFS.910.L.3.6: 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.</p>	<p>LAFS.910.RL.1.10; LAFS.910.RI.1.10; LAFS.910.W.1.10</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.11: Working with Cinematic Techniques	<p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.910.L.3.6: 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.</p>	<p>LAFS.910.W.1.2d; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.SL.2.4</p>
Unit 2	Activity 2.12: Film in Context: An Authorial Study	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>LAFS.910.RI.1.10; LAFS.910.W.1.2d; LAFS.910.W.1.2e; LAFS.910.W.2.4; LAFS.910.W.3.9b; LAFS.910.W.1.10; LAFS.910.L.1.1b; LAFS.910.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.13: Setting the Mood and Understanding Tone: Wonka Two Ways	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.3.7: 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 Landscape with the Fall of Icarus).</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.910.W.3.9a: 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]”).</p>	<p>LAFS.910.RL.1.3; LAFS.910.RL.2.4; LAFS.910.RL.2.5; LAFS.910.W.1.2; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2d; LAFS.910.SL.1.2; LAFS.910.L.1.1b; LAFS.910.L.1.2a; LAFS.910.L.3.4a; LAFS.910.L.3.5b; LAFS.910.L.3.6</p>
Unit 2	Activity 2.14: Revisiting Wonka: Thinking About Effect	<p>LAFS.910.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>LAFS.910.L.3.6: 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.</p>	<p>LAFS.910.W.1.3a; LAFS.910.W.1.3b; LAFS.910.W.1.3c; LAFS.910.W.1.3d; LAFS.910.SL.2.4</p>
Unit 2	Activity 2.15: More About Stylistic Effect	<p>LAFS.910.SL.1.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>LAFS.910.SL.1.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>LAFS.910.RL.1.1; LAFS.910.RL.2.5; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.1.2f; LAFS.910.SL.1.1a; LAFS.910.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.16: Interpreting Style: Tim Burton’s Edward Scissorhands	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.2.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.910.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
Unit 2	Activity 2.17: Analyzing Burton’s Style: Supporting with Textual Evidence	<p>LAFS.910.W.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.SL.1.1: 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 text, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.1a: Come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>LAFS.910.SL.1.1c: Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>LAFS.910.SL.1.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	LAFS.910.W.1.2; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.SL.2.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.18: Analyzing Burton's Style: Explaining with Commentary	<p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>LAFS.910.W.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	LAFS.910.SL.1.1a; LAFS.910.SL.1.1d; LAFS.910.SL.2.6
Unit 2	Activity 2.19: Analyzing Burton's Style: Bringing to Closure	<p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	LAFS.910.W.1.2c; LAFS.910.W.1.2f; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d; LAFS.910.SL.2.6; LAFS.910.L.1.1a
Unit 2	Activity 2.20: Analyzing Burton's Style: Writing the Analytical Paragraph	<p>.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.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>LAFS.910.W.2.5: 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.)</p>	LAFS.910.W.1.2c; LAFS.910.W.1.2e; LAFS.910.W.1.2f; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1d

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.21: Independent Viewing	<p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
Unit 2	Activity 2.22: Planning a Draft	<p>LAFS.910.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.1.2f; LAFS.910.W.2.4; LAFS.910.W.2.5
Unit 2	Embedded Assessment 2: Writing a Style Analysis Essay	<p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>LAFS.910.W.1.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>LAFS.910.W.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>LAFS.910.W.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.W.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.1.10; LAFS.910.L.1.1a; LAFS.910.L.1.1b; LAFS.910.L.1.2a; LAFS.910.L.1.2c; LAFS.910.L.3.6
Unit 3	Activity 3.1: Previewing the Unit	<p>LAFS.910.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	LAFS.910.RL.1.10; LAFS.910.RI.1.10

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.2: Picturing the Past	<p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	LAFS.910.W.1.2b; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.L.3.6
Unit 3	Activity 3.3: Setting the Context	<p>LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	LAFS.910.RI.1.1; LAFS.910.RI.2.4; LAFS.910.RI.2.6; LAFS.910.RI.1.10; LAFS.910.W.3.9b; LAFS.910.L.3.4a; LAFS.910.L.3.6
Unit 3	Activity 3.4: Researching and Presenting Information	<p>LAFS.910.RI.3.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.1.2d; LAFS.910.W.2.4; LAFS.910.W.3.8; LAFS.910.W.3.9b; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.SL.1.2; LAFS.910.SL.1.3; LAFS.910.SL.2.4; LAFS.910.SL.2.5; LAFS.910.SL.2.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.5: A Time for Change	<p>LAFS.910.RI.3.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>LAFS.910.RI.2.4: 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.)</p> <p>LAFS.910.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.3; LAFS.910.RI.2.5; LAFS.910.RI.3.7; LAFS.910.RI.3.8; LAFS.910.RI.1.10; LAFS.910.W.3.9b; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.SL.1.3; LAFS.910.SL.2.4; LAFS.910.SL.2.6; LAFS.910.L.1.1b; LAFS.910.L.3.4a; LAFS.910.L.3.6</p>
Unit 3	Activity 3.6: Voices of Change	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>LAFS.910.RI.1.10; LAFS.910.RI.1.10; LAFS.910.W.1.2b; LAFS.910.W.1.2d; LAFS.910.W.3.9b; LAFS.910.W.1.10; LAFS.910.L.3.6</p>
Unit 3	Activity 3.7: Historical Research and Citation	<p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>LAFS.910.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>LAFS.910.L.2.3a: 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.</p>	<p>LAFS.910.RI.1.2, LAFS.910.RI.3.9; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.10; LAFS.910.SL.1.2; LAFS.910.L.2.3a; LAFS.910.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.8: Reaching an Audience	<p>LAFS.910.RI.3.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>LAFS.910.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	LAFS.910.RL.3.7; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.L.3.6
Unit 3	Embedded Assessment 1: Historical Investigation and Presentation	<p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>LAFS.910.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>LAFS.910.SL.1.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>LAFS.910.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.1.2d; LAFS.910.W.1.2f; LAFS.910.W.2.6
Unit 3	Activity 3.9: Previewing Embedded Assessment 2: Writing a Literary Analysis Essay	<p>LAFS.910.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>LAFS.910.L.3.6: 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.</p>	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.10: A Story of the Times	LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LAFS.910.RI.1.2; LAFS.910.RI.2.4; LAFS.910.RI.2.5; LAFS.910.RI.2.6; LAFS.910.L.3.4a
Unit 3	Activity 3.11: A Scouting Party	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.3: 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.	LAFS.910.RL.2.4; LAFS.910.RL.2.5; LAFS.910.RL.3.7; LAFS.910.RL.1.10; LAFS.910.SL.1.1c; LAFS.910.L.3.4a; LAFS.910.L.3.6
Unit 3	Activity 3.12: Conflict with Miss Caroline	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.3: 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. LAFS.910.W.1.2: 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. LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
Unit 3	Activity 3.13: Analyzing Boo	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.3: 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.	LAFS.910.RL.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.3; LAFS.910.SL.2.4; LAFS.910.SL.2.6; LAFS.910.L.3.6
Unit 3	Activity 3.14: Questions and Conclusions	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.2: 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. LAFS.910.W.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	LAFS.910.RL.1.3; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2d; LAFS.910.W.1.2e; LAFS.910.W.3.9a; LAFS.910.W.1.10; LAFS.910.SL.1.1c; LAFS.910.L.3.4a; LAFS.910.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	LC 3.14: Language Checkpoint: Using Pronouns	LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.910.L.2.3: 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.	
Unit 3	Activity 3.15: Two Views of “One Shot”	LAFS.910.RL.1.2: 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. LAFS.910.RL.3.7: 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 Landscape with the Fall of Icarus).	LAFS.910.RL.1.1; LAFS.910.RL.1.3; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.L.3.6
Unit 3	Activity 3.16: Pin the Quote on Atticus	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.3: 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 LAFS.910.W.1.2: 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. LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	LAFS.910.RL.1.2; LAFS.910.RL.1.10; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.2.5; LAFS.910.W.3.9a; LAFS.910.W.1.10; LAFS.910.L.1.1b; LAFS.910.L.3.4c; LAFS.910.L.3.6
Unit 3	Activity 3.17: Shifting Perspectives	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.2: 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. LAFS.910.RL.3.7: 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 Landscape with the Fall of Icarus).	LAFS.910.RL.1.3; LAFS.910.RL.2.5; LAFS.910.W.1.10

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.18: A Solitary Light	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.3.7: 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 Landscape with the Fall of Icarus).</p>	LAFS.910.RL.1.3; LAFS.910.RL.2.5; LAFS.910.W.1.10
Unit 3	Activity 3.19: Analyzing Atticus’s Closing Argument	<p>LAFS.910.RL.3.7: 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 Landscape with the Fall of Icarus).</p> <p>LAFS.910.W.1.1b: Develop claim(s) and counterclaim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.3; LAFS.910.W.1.1a; LAFS.910.W.1.1c; LAFS.910.W.3.9a; LAFS.910.L.1.1a; LAFS.910.L.3.6
Unit 3	Activity 3.20: Aftermath and Reflection	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.3; LAFS.910.RL.1.10; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.2.5; LAFS.910.W.3.9a; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.21: Standing in Borrowed Shoes	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	LAFS.910.RL.2.4; LAFS.910.L.3.6
Unit 3	Activity 3.22: "Hey, Boo"	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	LAFS.910.RL.2.5; LAFS.910.W.1.2c; LAFS.910.W.1.2f; LAFS.910.W.3.9a; LAFS.910.W.1.10
Unit 3	Activity 3.23: Controversy in Context	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	LAFS.910.RL.1.1; LAFS.910.RL.2.5; LAFS.910.RI.2.4; LAFS.910.RI.2.5; LAFS.910.RI.2.6; LAFS.910.RI.1.10; LAFS.910.W.1.1b; LAFS.910.W.1.2a; LAFS.910.W.3.9b; LAFS.910.W.1.10; LAFS.910.L.3.4a; LAFS.910.L.3.6

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Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Embedded Assessment 2: Writing a Literary Analysis Essay	<p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.910.W.1.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>LAFS.910.W.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>LAFS.910.W.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.W.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>LAFS.910.W.3.9a: Apply grades 9–10 reading standards to literature (e.g., “Analyze how an author</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.2; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.L.1.2c
Unit 4	Activity 4.1: Previewing the Unit	LAFS.910.L.3.6: 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.	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.2: What Is Poetry?	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>LAFS.910.RL.1.10; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d; LAFS.910.L.1.2c; LAFS.910.L.3.4a; LAFS.910.L.3.5a; LAFS.910.L.3.6; LAFS.910.RI.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.2.4; LAFS.910.L.3.5b</p>
Unit 4	Activity 4.3: Literary Devices in Poetry	<p>LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>LAFS.910.SL.2.4: 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 appropriate to purpose, audience, and task.</p> <p>LAFS.910.L.3.6: 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.</p>	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.4: Examining Experiences and Poetic Structure	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LAFS.910.RL.1.1; LAFS.910.RL.3.7; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2c; LAFS.910.W.2.5; LAFS.910.W.3.9; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.L.3.4a; LAFS.910.L.3.5a; LAFS.910.L.3.6</p>
Unit 4	Activity 4.5: Exploring Diction and Imagery	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>LAFS.910.RL.2.4; LAFS.910.RL.2.5; LAFS.910.RL.1.10; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.L.3.4a</p>
Unit 4	Activity 4.6: Extended Metaphor and Hyperbolic Me	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.L.3.6: 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.</p>	<p>LAFS.910.RL.1.1; LAFS.910.RL.2.4; LAFS.910.RL.1.10; LAFS.910.W.3.9; LAFS.910.W.1.10; LAFS.910.L.3.4a; LAFS.910.L.3.5; LAFS.910.L.3.5a</p>

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Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.7: Exploring Theme	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.2.4: 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.)</p>	<p>LAFS.910.RL.1.1; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.L.3.4a</p>
Unit 4	Activity 4.8: Odes to Special Things	<p>LAFS.910.RL.2.4: 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.)</p>	<p>LAFS.910.RL.1.1; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.L.3.4a; LAFS.910.L.3.5a; LAFS.910.L.3.6</p>
Unit 4	Activity 4.9: Coming of Age in Sonnets	<p>LAFS.910.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>LAFS.910.L.3.6: 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.</p>	<p>LAFS.910.RL.1.2</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Embedded Assessment 1: Creating a Poetry Anthology	<p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.W.2.5: 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.)</p> <p>LAFS.910.W.2.6: 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.</p> <p>LAFS.910.W.1.10: 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 discipline-specific tasks, purposes, and audiences.</p>	LAFS.910.RL.1.2; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.1.2d; LAFS.910.W.1.2e; LAFS.910.W.1.2f; LAFS.910.L.3.5a
Unit 4	Activity 4.10: Unpacking Embedded Assessment 2: Analyzing and Presenting a Poet	LAFS.910.RL.3.7: 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 Landscape with the Fall of Icarus).	LAFS.910.RL.1.1; LAFS.910.RL.2.4; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.3.9; LAFS.910.L.3.4a
Unit 4	Activity 4.11: Analyzing a Persona Poem	<p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.910.W.3.9a: 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]”).</p>	LAFS.910.RL.1.1; LAFS.910.RL.2.5; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.10; LAFS.910.L.3.4a

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.12: Poetry Analysis of "Young"	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	LAFS.910.RL.2.5; LAFS.910.RL.1.10; LAFS.910.W.3.9; LAFS.910.L.3.4a
Unit 4	Activity 4.13: Poetry Café	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	LAFS.910.RL.1.2; LAFS.910.RL.2.4; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2e; LAFS.910.SL.1.1d; LAFS.910.L.1.1b; LAFS.910.L.3.5; LAFS.910.L.3.5a; LAFS.910.L.3.5b
Unit 4	Activity 4.14: Exploring and Analyzing a Poet's Work	<p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.2; LAFS.910.RL.1.10; LAFS.910.W.3.9; LAFS.910.L.3.4a; LAFS.910.L.3.5a

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Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.15: Choosing and Researching a Poet	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	LAFS.910.RL.1.1; LAFS.910.W.3.9; LAFS.910.L.3.4a
Unit 4	Activity 4.16: Generating a Rhetorical Plan	<p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.2.5: 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.)</p>	LAFS.910.RL.1.1; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.1.2d; LAFS.910.W.1.2f; LAFS.910.W.2.4; LAFS.910.W.3.9

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Embedded Assessment 2: Analyzing and Presenting a Poet	<p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.W.2.5: 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.)</p> <p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.910.W.1.10: 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 discipline-specific tasks, purposes, and audiences.</p>	<p>LAFS.910.RL.1.1; LAFS.910.RL.1.2; LAFS.910.RL.2.4; LAFS.910.RL.2.5; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.1.2d; LAFS.910.W.1.2e; LAFS.910.W.1.2f; LAFS.910.L.1.2c</p>
Unit 5	Activity 5.1: Previewing the Unit	<p>LAFS.910.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>LAFS.910.L.3.6: 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.</p>	<p>LAFS.910.RL.1.10</p>
Unit 5	Activity 5.2: Shakespeare’s Age	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>LAFS.910.RL.2.4; LAFS.910.RI.1.2; LAFS.910.RI.3.7; LAFS.910.W.2.6; LAFS.910.W.3.8; LAFS.910.SL.1.1a; LAFS.910.SL.2.4; LAFS.910.SL.2.5; LAFS.910.SL.2.6; LAFS.910.L.3.4a; LAFS.910.L.3.4c; LAFS.910.L.3.5a; LAFS.910.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.3: A Sonnet Sets the Stage	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>LAFS.910.RL.1.2; LAFS.910.RL.2.6;</p> <p>LAFS.910.RL.1.10;</p> <p>LAFS.910.L.3.4a;</p> <p>LAFS.910.L.3.4c;</p> <p>LAFS.910.L.3.6</p>
Unit 5	Activity 5.4: Conflict Up Close	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>LAFS.910.RL.1.2; LAFS.910.RL.1.3;</p> <p>LAFS.910.RL.2.6; LAFS.910.RL.1.10;</p> <p>LAFS.910.SL.1.1a; LAFS.910.SL.2.4;</p> <p>LAFS.910.SL.2.6;</p> <p>LAFS.910.L.3.6;</p> <p>LAFS.910.L.3.4a;</p> <p>LAFS.910.L.3.4c</p>
Unit 5	Activity 5.5: Talking by Myself	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>LAFS.910.W.1.2a; LAFS.910.W.1.2b;</p> <p>LAFS.910.W.1.2d; LAFS.910.SL.1.1a;</p> <p>LAFS.910.SL.1.1b;</p> <p>LAFS.910.SL.1.1d; LAFS.910.L.3.5a;</p> <p>LAFS.910.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.6: Party Blocking	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.3.7: 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 Landscape with the Fall of Icarus).</p> <p>LAFS.910.L.3.6: 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.</p>	
Unit 5	Activity 5.7: Acting Companies	<p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.3.7: 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 Landscape with the Fall of Icarus).</p> <p>LAFS.910.SL.1.1b: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>LAFS.910.RL.1.1; LAFS.910.RL.1.2; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.1.10; LAFS.910.SL.1.2; LAFS.910.L.1.2b; LAFS.910.L.3.6</p>
Unit 5	Activity 5.8: What’s in a Setting?	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.3.7: 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 Landscape with the Fall of Icarus).</p>	<p>LAFS.910.RL.1.2; LAFS.910.RL.2.5; LAFS.910.RL.3.9; LAFS.910.W.1.1b; LAFS.910.W.1.1c; LAFS.910.W.1.2a; LAFS.910.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.9: Friends and Foils	<p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.SL.1.2c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>LAFS.910.SL.1.2d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.2; LAFS.910.SL.1.1; LAFS.910.SL.1.1a; LAFS.910.SL.1.3; LAFS.910.L.3.6
Unit 5	Activity 5.10: A Wedding and a Brawl	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>LAFS.910.RL.3.7: 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 Landscape with the Fall of Icarus).</p>	LAFS.910.RL.1.1; LAFS.910.RL.2.4; LAFS.910.RL.1.10; LAFS.910.W.1.1a; LAFS.910.W.1.1b; LAFS.910.W.1.1c; LAFS.910.W.3.8; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d; LAFS.910.L.3.5a; LAFS.910.L.3.6
Unit 5	Activity 5.11: Emotional Roller Coaster	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	LAFS.910.W.1.2a; LAFS.910.W.1.10

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.12: TWISTing Their Words	<p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.2; LAFS.910.RL.1.10; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d; LAFS.910.SL.1.3; LAFS.910.L.3.5a; LAFS.910.L.3.5b
Unit 5	Activity 5.13: A Desperate Plan	<p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.2; LAFS.910.RL.2.4; LAFS.910.RL.3.7; LAFS.910.W.1.10; LAFS.910.SL.1.1c
Unit 5	Activity 5.14: The Fault in Their Stars	<p>LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	LAFS.910.RL.3.7; LAFS.910.RL.1.10; LAFS.910.W.1.1b; LAFS.910.W.1.1c; LAFS.910.W.2.5; LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d; LAFS.910.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Embedded Assessment 1: Presenting a Dramatic Interpretation	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.RL.1.10: 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.</p> <p>LAFS.910.SL.1.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>LAFS.910.SL.2.6: 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.)</p>	LAFS.910.RL.2.6; LAFS.910.RL.3.7; LAFS.910.W.1.2f
Unit 5	Activity 5.15: Previewing Embedded Assessment 2: Is Shakespeare Relevant?	<p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	LAFS.910.RI.3.8; LAFS.910.RI.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.SL.1.3; LAFS.910.SL.2.6; LAFS.910.W.1.1a; LAFS.910.W.1.1b; LAFS.910.W.1.1c; LAFS.910.W.1.10; LAFS.910.L.3.4c; LAFS.910.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.16: Shakespeare in the Modern Age	<p>LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>LAFS.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.3; LAFS.910.RI.2.5; LAFS.910.RI.3.8; LAFS.910.RI.1.10; LAFS.910.W.1.1b; LAFS.910.W.2.5; LAFS.910.W.3.9b; LAFS.910.L.3.6</p>
Unit 5	Activity 5.17: Shakespeare's Globe	<p>LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.2.4; LAFS.910.RI.2.5; LAFS.910.RI.1.10; LAFS.910.W.1.1b; LAFS.910.W.1.1c; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.3.9b; LAFS.910.W.1.10; LAFS.910.L.3.6</p>
Unit 5	Activity 5.18: Did Shakespeare Invent Teenagers?	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.W.1.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>LAFS.910.RI.1.2; LAFS.910.RI.2.4; LAFS.910.RI.2.5; LAFS.910.RI.2.6; LAFS.910.W.1.1c; LAFS.910.W.1.1d; LAFS.910.W.1.1e; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.19: Shakespeare Behind Bars	<p>LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>LAFS.910.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.3; LAFS.910.RI.3.8; LAFS.910.RI.1.10; LAFS.910.W.1.1a; LAFS.910.W.1.1b</p>
Unit 5	Activity 5.20: Give Up the Bard	<p>LAFS.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>LAFS.910.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.10; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.1.10; LAFS.910.L.3.5a; LAFS.910.L.3.6</p>
Unit 5	Embedded Assessment 2: Writing a Synthesis Argument	<p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.W.1.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>LAFS.910.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons.</p> <p>LAFS.910.W.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.3.7; LAFS.910.RI.3.8; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.3.8; LAFS.910.W.3.9b</p>