

Standards		Page References
Writing Standards		
Text Types and Purposes		
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.9-10.1a	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.	SE: 8, 43-49, 64
W.9-10.1b	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.	SE: 49-51, 54
W.9-10.1c	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.	SE: 54-55, 65-66, 68-70, 72
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 21-80
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	SE: 53-54, 75-76
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.9-10.2a	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.	SE: 43-50
W.9-10.2b	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.	SE: 8-12, 31-43, 50-51, 54,
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE: 50, 54-55, 65-66, 68-70, 72
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SE: 55, 73

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W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 21-80
W.9-10.2f	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).	SE: 53-54, 75-76
Production and Distribution of Writing		
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE: 48-62
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 2-62
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	SE: 10, 12-15, 27, 48, 55-57
Research to Build and Present Knowledge		
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SE: 2-8

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W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 2-20, 31-42
Language Standards		
Conventions of Standard English		
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.9-10.1a	Use parallel structure.*	SE: 50, 54-55
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<i>This standard is not emphasized in this volume</i>
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<i>This standard is not emphasized in this volume</i>
L.9-10.2b	Use a colon to introduce a list or quotation.	SE: 67, 74
L.9-10.2c	Spell correctly.	SE: 61
Knowledge of Language		
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	<i>Opportunities to address this standard may appear on the following pages:</i> SE: 16-31, 34-42, 55-62, 64-80