

ELACCGPS RL.9-10.1

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Or, in plain English, “You can say anything you want about what’s in a book as long as you back it up.” According to this standard, students are expected not only to “get” what a text says, but to also be able to explain, using examples from the text itself, how and why they reached their conclusions and why they are plausible. There are several ways to read any text; this standard isn’t so much about figuring out what the “right” one is as it is about explaining why whichever one the reader chooses seems right to him or her.

1. Read the following passage:

Although I am not disposed to maintain that the being born in a workhouse, is in itself the most fortunate and enviable circumstance that can possibly befall a human being, I do mean to say that in this particular instance, it was the best thing for Oliver Twist that could by possibility have occurred. The fact is, that there was considerable difficulty in inducing Oliver to take upon himself the office of respiration, -- a troublesome practice, but one which custom has rendered necessary to our easy existence; and for some time he lay gasping on a little flock mattress, rather unequally poised between this world and the next: the balance being decidedly in favour of the latter. Now, if, during this brief period, Oliver had been surrounded by careful grandmothers, anxious aunts, experienced nurses, and doctors of profound wisdom, he would most inevitably and indubitably have been killed in no time. There being nobody by, however, but a pauper old woman, who was rendered rather misty by an unwonted allowance of beer; and a parish surgeon who did such matters by contract; Oliver and Nature fought out the point between them. The result was, that, after a few struggles, Oliver breathed, sneezed, and proceeded to advertise to the inmates of the workhouse the fact of a new burden having been imposed upon the parish, by setting up as loud a cry as could reasonably have been expected from a male infant who had not been possessed of that very useful appendage, a voice, for a much longer space of time than three minutes and a quarter. - Charles Dickens, [*Oliver Twist*](#)

Once you have read the passage, think about and jot down a few notes on the following questions. Remember that you should focus on finding evidence in the passage to back up each answer:

1. What is the narrator’s general opinion of workhouses? How can you tell?
2. Does the narrator think being born in a workhouse is a good thing or a bad thing for Oliver Twist, and why? Or does it not matter at all to the narrator where Oliver was born?
3. Was Oliver carefully taken care of at his birth? Does the narrator think this was a good or bad thing, and why?
4. Would an average adult of this time think the care Oliver did or didn’t get at the workhouse was appropriate for a newborn? How can you tell?
5. Based on the passage, can you tell what sort of people typically needed the services of a workhouse? What was the medical care like in a workhouse, and why do you think it was that way?

ELACCGPS RL.9-10.2

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

This second Common Core State Standard for ninth- and tenth-grade literature requires skills that are similar to those required for the first standard in this group. Instead of requiring students to support their own interpretations of the text by using textual details, however, this standard requires students to figure out what the author's point is, and *then* examine the details and summarize the text. An "objective" summary is merely one that describes the without commenting on the author's point, his or her ability to support it, and whether or not the reader agrees.

1. Read the following poem.

Mending Wall By [Robert Frost](#)

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbor know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
'Stay where you are until our backs are turned!'
We wear our fingers rough with handling them.
Oh, just another kind of outdoor game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, 'Good fences make good neighbors.'
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
'Why do they make good neighbors? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offense.

Something there is that doesn't love a wall,
That wants it down.' I could say 'Elves' to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, 'Good fences make good neighbors.'

With pencil, pen, or crayons in hand put a star beside the line or lines that you think contain the main idea of the poem. While reading, you should also underline the lines that you think support the main idea. Then write a short summary of the poem. The summary can consist of just the main idea lines, followed by bullet points for each of the “supporting” lines. Answer the following discussion questions:

1. Is the main idea of this piece “something there is that doesn’t love a wall,” “good fences make good neighbors,” some other line or lines, or some combination of the above?
2. Is it possible that both “something there is that doesn’t love a wall” and “good fences make good neighbors” are equally true in the context of the poem?
3. If so, what parts of the poem support this idea? Which parts don’t support it?
4. If not, what parts of the poem tell you this is not the case?
5. Just what is this poem *about*, anyway?

ELACCGPS RL.9-10.3

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Real people often have conflicting motivations, which pull a person in two directions. For instance: Sure, it'd be great to go to prom with the captain of the football team - but are you doing it because he's an awesome person, or to get back at a former friend who has a crush on him? And is it more important to be seen on the arm of the most popular person in school, or to go to prom with the person you're *really* in love with even though nobody would look twice in that geek's direction?

Some literary characters also have multiple or conflicting motivations. The ones who do are by far the most interesting and are in the best stories. The third Common Core Standard for Literature challenges readers to figure out how characters are thinking and feeling - what they want, what they're afraid of, and what they won't admit even to themselves.

Read the following poem by E.A. Robinson:

Withal a meagre man was Aaron Stark, --
Cursed and unkempt, shrewd, shrivelled, and morose.
A miser was he, with a miser's nose,
And eyes like little dollars in the dark.
His thin, pinched mouth was nothing but a mark;
And when he spoke there came like sullen blows
Through scattered fangs a few snarled words and close,
As if a cur were chary of its bark.

Glad for the murmur of his hard renown,
Year after year he shambled through the town, --
A loveless exile moving with a staff;
And oftentimes there crept into his ears
A sound of alien pity, touched with tears, --
And then (and only then) did Aaron laugh.

- Edward Arlington Robinson, "Aaron Stark"

Answer the following discussion questions:

1. What sort of person is Aaron Stark?
2. What clues in the text point to these qualities about Aaron Stark?

3. When the poem describes Aaron Stark as a “miser,” does it mean only that he’s tight with money, or does it mean he’s “miserly” in some other ways?

4. Does Aaron Stark appear to have any conflicting motivations, and if so, what are they?

ELACCGPS RL.9-10.4

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

“Figurative” and “connotative” are two words that almost never come up in conversation - but they stand for two concepts that almost *always* come up in conversation. Both terms describe words that “stand in” for an image, an idea, or some related concept that is larger than the mere dictionary definition of the word. The figurative and connotative meanings of words, because they imply something larger than themselves, create the feel, meaning, and tone of a text. This is the reason that some words can also evoke a sense of time or place; using words that have obsolete connotations indicates that a text or a piece of dialogue “comes from” some time other than here and now.

An “idiom” is an expression that uses words to paint a picture, and not for their literal dictionary meanings. For instance, “it’s raining cats and dogs” is an idiom that means “it’s raining very hard” – and not “Animals are falling from the sky.” All languages have idioms, but not all languages share the same idioms. An idiom in one language may seem very natural to the speakers of that language, but may make no sense at all when it is translated into another language.

Read each idiom, and then write down what you think each one means.

1. I don’t have a camel in that caravan. (Arabic) (Compare “I don’t have a dog in this fight.”)
2. Stop ironing my head! (Armenian)
3. The turtle is shrouded. (Cheyenne)
4. To walk around hot porridge (Czech) (Compare: to beat around the bush.)
5. to make something out of wood and paint it red (Estonian)
6. I have other cats to whip! (French) (Compare: I have other fish to fry.)
7. to have one’s eyes lined with ham (Italian) (Compare: can’t see the forest for the trees)
8. Even monkeys fall from trees. (Japanese)
9. to hang noodles on one’s ears (Russian)
10. to put up a beer tent (Turkish) (Compare: to tie the knot)

ELACCGPS RL.9-10.6

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Cultures vary widely throughout the world, so it's no surprise that literature does as well. Being able to understand different points of view or cultural experiences within a text gives readers the tools to understand them in real life. (It also guarantees they'll never run out of reading material!)

Read the following passage:

In a village of La Mancha, the name of which I have no desire to call to mind, there lived not long since one of those gentlemen that keep a lance in the lance-rack, an old buckler, a lean hack, and a greyhound for coursing. An olla of rather more beef than mutton, a salad on most nights, scraps on Saturdays, lentils on Fridays, and a pigeon or so extra on Sundays, made away with three-quarters of his income. The rest of it went in a doublet of fine cloth and velvet breeches and shoes to match for holidays, while on week-days he made a brave figure in his best homespun. He had in his house a housekeeper past forty, a niece under twenty, and a lad for the field and market-place, who used to saddle the hack as well as handle the bill-hook. The age of this gentleman of ours was bordering on fifty; he was of a hardy habit, spare, gaunt-featured, a very early riser and a great sportsman. They will have it his surname was Quixada or Quesada (for here there is some difference of opinion among the authors who write on the subject), although from reasonable conjectures it seems plain that he was called Quexana. This, however, is of but little importance to our tale; it will be enough not to stray a hair's breadth from the truth in the telling of it.

You must know, then, that the above-named gentleman whenever he was at leisure (which was mostly all the year round) gave himself up to reading books of chivalry with such ardour and avidity that he almost entirely neglected the pursuit of his field-sports, and even the management of his property; and to such a pitch did his eagerness and infatuation go that he sold many an acre of tillageland to buy books of chivalry to read, and brought home as many of them as he could get. But of all there were none he liked so well as those of the famous Feliciano de Silva's composition, for their lucidity of style and complicated conceits were as pearls in his sight, particularly when in his reading he came upon courtships and cartels, where he often found passages like "the reason of the unreason with which my reason is afflicted so weakens my reason that with reason I murmur at your beauty;" or again, "the high heavens, that of your divinity divinely fortify you with the stars, render you deserving of the desert your greatness deserves." Over conceits of this sort the poor gentleman lost his wits, and used to lie awake

striving to understand them and worm the meaning out of them. - Miguel de Cervantes, *Don Quixote*

Answer the following questions:

1. Where and when was the passage written? How can you tell?
2. Which words, if you looked them up, might help you better understand this passage?
3. Which parts of the passage indicate it belongs to a specific world culture?

ELACCGPS RL.9-10.7

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Many artists draw from the same sources and/or from one another, which means that themes in literature can also be found in paintings, music, and other assorted arts. Since each person sees a particular work of art differently, however, any work that's based on another work will naturally emphasize some points and de-emphasize others. It's even possible for one artist to respond to another artist's work in a way that would make zero sense to the first artist - not merely because the medium is different, but because the first artist didn't intend to convey any of what the second artist saw in the work. Not surprisingly, being able to look at different scenes and themes from various perspectives is crucial in developing a deeper understanding of Western literature, art, and music, which is so often based on itself.

Examine William Maw Egley's painting *The Lady of Shalott*.



Then, read the poem “The Lady of Shalott” by Lord Tennyson.

Part II

There she weaves by night and day
 A magic web with colours gay.
 She has heard a whisper say,
 A curse is on her if she stay
 To look down to Camelot.
 She knows not what the curse may be,
 And so she weaveth steadily,
 And little other care hath she,
 The Lady of Shalott.

And moving through a mirror clear
 That hangs before her all the year,
 Shadows of the world appear.
 There she sees the highway near
 Winding down to Camelot: 50

There the river eddy whirls,
 And there the curly village-churls,
 And the red cloaks of market girls,
 Pass onward from Shalott.

Sometimes a troop of damsels glad,
 An abbot on an ambling pad,
 Sometimes a curly shepherd-lad,
 Or long-haired page in crimson clad,
 Goes by to towered Camelot;
 And sometimes through the mirror blue
 The knights come riding two and two:
 She hath no loyal knight and true,
 The Lady of Shalott.

But in her web she still delights
To weave the mirror's magic sights,
For often through the silent nights
A funeral, with plumes and lights

And music, went to Camelot:
Or when the moon was overhead,
Came two young lovers lately wed;
"I am half sick of shadows," said
The Lady of Shalott.

Answer the following questions:

1. Which portion of the poem does the painting depict? Which details in the painting tell you this is so?
2. What parts of the painting are not in the poem? Why might the painter have added them to the painting? What might they tell you about the person, place, or events in the painting that you can't learn from the poem?

ELACCGPS RI.9-10.2

Standard 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.

The good news is that this standard is just a fancy way of saying: "Make sure students can figure out the main idea of a non-fiction text." In most cases, main idea statements (or thesis statements) are easier to formulate for non-fiction texts than for fiction or poetry. Usually, the authors of nonfiction texts explicitly state the main idea somewhere at the beginning of the text.

This standard also asks students to find the main ideas of sub-sections of the text. So, we'll have to make sure that they can find or state the main idea of each smaller paragraph and explain how all the smaller ideas build to or support the overall main idea.

[Note: Sometimes, the author's opinion or the main idea shifts at some point during the reading, and this can be tricky for students to figure out and articulate. In such a case, make sure that students can formulate a main idea that incorporates both sections!]

Read the following two excerpts from the speeches of President Obama and President Clinton. Then answer questions 1-2 below.

Address to Congress on Health Care (September 9, 2009): Barack Obama

“I want to thank the Members of this body for your efforts and your support in these last several months, and especially those who've taken the difficult votes that have put us on a path to recovery. I also want to thank the American people for their patience and resolve during this trying time for our Nation. But we did not come here just to clean up crises. We came here to build a future. So tonight, I return to speak to all of you about an issue that is central to that future, and that is the issue of health care.

I am not the first President to take up this cause, but I am determined to be the last. It has now been nearly a century since Theodore Roosevelt first called for health care reform, and ever since, nearly every President and Congress, whether Democrat or Republican, has attempted to meet this challenge in some way. A bill for comprehensive health reform was first introduced by John Dingell, Sr., in 1943. Sixty-five years later, his son continues to introduce that same bill at the beginning of each session.

Our collective failure to meet this challenge, year after year, decade after decade, has led us to the breaking point. Everyone understands the extraordinary hardships that are placed on the uninsured who live every day just one accident or illness away from bankruptcy.

We are the only democracy—the only advanced democracy on Earth—the only wealthy nation that allows such hardship for millions of its people. There are now more than 30 million American citizens who cannot get coverage.”

Address on Health Care Reform (September 22, 1993): Bill Clinton

“If Americans are to have the courage to change in a difficult time, we must first be secure in our most basic needs. Tonight I want to talk to you about the most critical thing we can do to build that security. This health care system of ours is badly broken, and it is time to fix it. Despite the dedication of literally millions of talented health care professionals, our health care is too uncertain and too expensive, too bureaucratic and too wasteful. It has too much fraud and too much greed.

At long last, after decades of false starts, we must make this our most urgent priority, giving every American health security, health care that can never be taken away, health care that is always there. That is what we must do tonight.

So tonight I want to talk to you about the principles that I believe must embody our efforts to reform America's health care system: security, simplicity, savings, choice, quality, and responsibility [...]

We have to preserve and strengthen what is right with the health care system, but we have got to fix what is wrong with it. Now, we all know what's right. We're blessed with the best health care professionals on Earth, the finest health care institutions, the best medical research, the most sophisticated technology [...]

But we also know that we can no longer afford to continue to ignore what is wrong. Millions of Americans are just a pink slip away from losing their health insurance and one serious illness away from losing all their savings.”

1. Which statement best summarizes a concern that both presidents use to persuade their readers that health care is an urgent issue?

(A)Health problems can unexpectedly ruin someone's entire life because our health care system doesn't protect those without insurance.

(B)Our country is not advanced enough to take care of its people.

(C)The cost of healthcare has been decreasing for the past few decades.

(D)Congress is a main barrier for improving health care.

2. Which statement best summarizes one of the complaints that *both* presidents have with the health care dilemma?

(A)Health care problems have been around for a long time but we still aren't fixing them.

(B)Fraud and dishonesty are part of the problem with health care.

(C)The country's health care is not only expensive, but is also of poor quality.

(D)Americans are unwilling to visit the doctor when they have a major health concern.

Read the excerpt below from President Kennedy's speech, "We choose to go to the moon". Then, answer the questions that follow:

"Those who came before us made certain that this country rode the first waves of the industrial revolution, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space. We mean to be a part of it--we mean to lead it. For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace. We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

It is for these reasons that I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my Presidency. In the last 24 hours we have seen facilities now being created for the greatest and most complex exploration in man's history."

1. Which sentence is the best summary of the first paragraph?

(A)The space program is going to be more expensive for the US government than the revolutions of the past.

(B)Just like other challenges in history, America needs to take control of the space exploration revolution to ensure its success.

(C) America should be the first country to fly their flag into space and place it on the moon.

(D) America needs to focus its time and energy on new inventions.

2. Which line from the text best summarizes the text as a whole?

(A) “Those who came before us made certain that this country rode the first waves of the industrial revolution, the first waves of modern invention, and the first wave of nuclear power”.

(B) “In the last 24 hours we have seen facilities now being created for the greatest and most complex exploration in man's history.”

(C) “I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my Presidency.”

(D) “We have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace.”

Read the excerpt below from Nelson Mandela’s speech, “I am Prepared to Die”. Then, answer the question that follows:

“Africans want to be paid a living wage. Africans want to perform work which they are capable of doing, and not work which the Government declares them to be capable of. Africans want to be allowed to live where they obtain work, and not be endorsed out of an area because they were not born there. Africans want to be allowed to own land in places where they work, and not to be obliged to live in rented houses which they can never call their own. Africans want to be part of the general population, and not confined to living in their own ghettos. Africans want to be allowed out after eleven o'clock at night and not to be confined to their rooms like little children. Africans want to be allowed to travel in their own country and to seek work where they want to and not where the Labor Bureau tells them to. Africans want a just share in the whole of South Africa; they want security and a stake in society.

Above all, we want equal political rights, because without them our disabilities will be permanent. I know this sounds revolutionary to the whites in this country, because the majority of voters will be Africans. This makes the white man fear democracy. But this fear cannot be allowed to stand in the way of the only solution which will guarantee racial harmony and freedom for all

During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.

1. The main point of Nelson Mandela’s speech is that:

(A) African people are willing to die for freedom.

(B) White citizens should give up their land, jobs, and political power to the African people.

(C)The most important issue of freedom for the African people is receiving equal jobs and wages.

(D)White men and Africans will only be equal when they are given equal opportunities in society, especially equal political power.

ELACCGPS RI.9-10.3

Standard 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.

Students must be able to follow the author’s logic, no matter how many twists and turns the text takes. This standard is about mapping out the author’s main arguments or points.

Read the excerpt below from President Roosevelt’s speech, “Four Freedoms”. Then, answer the question that follows:

“The happiness of future generations of Americans may well depend upon how effective and how immediate we can make our aid felt. The Nation's hands must not be tied when the Nation's life is in danger.

[...] In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression--everywhere in the world.

The second is freedom of every person to worship God in his own way--everywhere in the world.

The third is freedom from want--which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants--everywhere in the world.

The fourth is freedom from fear--which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor--anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation."

1. The president structures his argument by:

(A) Asking a rhetorical question and then presenting the answer.

(B) Proposing a general vision for the future and then giving specific examples to back it up.

(C) Presenting his opponent's views and then disproving them.

(D) Stating the definition of a word and then providing alternate definitions for that word.

Read the excerpt below from Susan B. Anthony's speech, "On Women's Right to Vote". Then, answer the questions that follow:

(In the 1800s, women in the United States had few legal rights and did not have the right to vote. This speech was given by Susan B. Anthony after her arrest for casting an illegal vote in the presidential election of 1872.)

"Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

'We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.'

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people - women as well as men. [...]

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall [take away] their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes.”

1. Which of the following accurately describes the structure of the author’s argument?

(A)She begins with an explanation of how her rights were violated. Then she uses a quote from a historical document to prove her rights, followed by an analysis of how the specific words used in the document support her cause.

(B)She begins with a personal anecdote of her time in prison. Then she lists other historical examples of unfair arrests, followed by an explanation of how all citizens should be treated.

(C)She begins with an explanation of the events that lead to her outrage, and then uses a legal document as proof of her legal rights. It ends with statistics showing the number of citizens whose rights are also being violated.

(D)She begins by outlining the points she will prove. She then uses a similar court case to show her innocence and ends with an explanation of all citizens’ rights.

2. Which statement accurately describes the final paragraph of the text?

(A)The author uses the definition of the word “citizen” in the constitution to prove that women are physically and intellectually equal to men.

(B)The author argues that the constitution defines all people as citizens, therefore proving that both women and Negroes should have all the rights and privileges of citizens.

(C)The author presents evidence for why women are not people according to state laws.

(D)The author makes a prediction about the future of women’s voting rights.

Read the excerpt below from President Roosevelt’s speech, “Four Freedoms”. Then, answer the questions that follow:

“I address you, the Members of the Seventy-seventh Congress, at a moment unprecedented in the history of the Union. I use the word ‘unprecedented,’ because at no previous time has American security been as seriously threatened from [outside] as it is today.

Since the permanent formation of our Government under the Constitution, in 1789, most of the periods of crisis in our history have related to our domestic affairs. Fortunately, only one of these--the four-year War Between the States--ever threatened our national unity.

It is true that prior to 1914 the United States often had been disturbed by events in other Continents. We had even engaged in two wars with European nations and in a number of undeclared wars in the West Indies, in the Mediterranean and in the Pacific for the maintenance of American rights and for the principles of peaceful commerce. But in no case had a serious threat been raised against our national safety or our continued independence.

[...] Even when the World War broke out in 1914, it seemed to contain only small threat of danger to our own American future. But, as time went on, the American people began to visualize what the downfall of democratic nations might mean to our own democracy.

During sixteen long months this assault has blotted out the whole pattern of democratic life in an appalling number of independent nations, great and small. The assailants are still on the march, threatening other nations, great and small.

Therefore, as your President, performing my constitutional duty to 'give to the Congress information of the state of the Union,' I find it, unhappily, necessary to report that the future and the safety of our country and of our democracy are overwhelmingly involved in events far beyond our borders.

In times like these it is immature--and incidentally, untrue--for anybody to brag that an unprepared America, single-handed, and with one hand tied behind its back, can hold off the whole world.

Therefore, the immediate need is a swift and driving increase in our [weapons] production."

1. In order to show the severity of the coming war, the speaker:

- (A) Describes conflicts in the past, showing how small they were in comparison.
- (B) Describes the methods of torture used by the enemy.
- (C) Highlights America's inability to produce enough weapons for the conflict.
- (D) Uses detailed images to show how inadequate other nations' weapons were against intruders.

2. In the speech, the President draws a connection between:

- (A) America's past failures and America's current conflict.
- (B) America's military preparedness and the security of America's future.
- (C) The shared values of democratic countries and the enemies.

(D) His own life and the history of the country.

ELACCGPS RI.9-10.5

Standard 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).

This standard works well in conjunction with Standard 3. While Standard 3 asks students to map the order and general idea of large chunks of text, this standard is more about the tiny details. Even though students might be able to say, “The second paragraph convinces the reader that global warming is real,” this standard forces them to answer the question: *How does the author do that?*

Does the author use a personal example? Discredit a counter-example? Introduce a statistic? Compare two sides of an issue? Or make a prediction?

Read the excerpt below from Martin Luther King Jr.'s "Letter from Birmingham Jail". Then, answer the question that follows:

"My dear Fellow Clergymen,

You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, it is rather strange and paradoxical to find us consciously breaking laws. One may well ask: 'How can you advocate breaking some laws and obeying others?' The answer is found in the fact that there are two types of laws: There are just laws and there are unjust laws. I would be the first to advocate obeying just laws. One has not only a legal but moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with Saint Augustine that 'An unjust law is no law at all.'"

1. Which of the following techniques does the author use in the first paragraph to persuade his audience that his argument is valid?

- (A) An emotional appeal to make the audience feel sorry for those who have broken laws.
- (B) A reference to a moral authority to strengthen his argument that it is sometimes okay to break laws.
- (C) A message of fear to convince the audience to act quickly and protest laws.
- (D) Statistical evidence to prove that the majority of citizens break laws.

Read the excerpt below from Thomas Paine's "The Crisis". Then, answer the questions that follow:

"'Tis surprising to see how rapidly a panic will sometimes run through a country. All nations and ages have been subject to them. Britain has trembled at the report of a French fleet of flat-bottomed boats; and in the fourteenth century the whole English army, after ravaging the kingdom of France, was driven back like men petrified with fear; and this brave exploit was performed by a few broken forces collected and headed by a woman, Joan of Arc.

Yet panics, in some cases, have their uses; they produce as much good as hurt. Their duration is always short; the mind soon grows through them, and acquires a firmer habit than before. But their peculiar advantage is, that they are the touchstones of sincerity and hypocrisy, and bring things and men to light, which might otherwise have lain forever undiscovered."

1. In the first paragraph, the examples of Joan of Arc and the French fleet serve to:

- (A) Back up the claim that people in all times and places can panic over something small.
- (B) Show how long the conflict between Britain and France has lasted.
- (C) Disprove the idea that panics have greatly affected history.
- (D) Force readers to question the claim that panic can spread quickly.

2. The second paragraph is different from the first because:

- (A) It depicts France and England as strong countries rather than weak ones.
- (B) It gives examples of how panic can be beneficial rather than showing the dangers of panic.
- (C) It gives specific examples of panic rather than simply defining the word.
- (D) It explains the psychological reasons for panic instead of the social causes of panic.

Read the excerpt below from Charles Stelzle's book Why Prohibition!. Then, answer the questions that follow:

"Every reasonable measure is taken to prevent men from committing crime, and when they disobey the very reasonable laws which are framed for the safeguarding of men as a whole, they are punished by both God and society.

There was a time when men honestly believed that they had a right to own slaves-because they thought it was purely a question of property rights but today we know it is also a moral question.

There was a time when men honestly believed that all they needed to do to get a wife was to take a club and hit the woman of their choice on the head and drag her home, but today — well, women have something to say about it, too.

And so the weaker members of society are today being given a better chance.

But we still [look] back to the property rights period and the question of personal liberty when we discuss the saloon and the liquor business. We forget that the biggest thing in this discussion is duty and sacrifice-for the sake of the weaker members of society-and we should be ready to give up our rights when the well being of mankind as a whole is concerned....

'Prohibition is based upon the idea that you can take away one man's liberty because of another man's act. The Drys want to run society on the principle of an insane asylum. Is that sound? They find a sick man and they want to compel everybody to take medicine. They find a man with a crutch and they try to compel every man to carry a crutch all his life,' recently said one of the chief exponents of the liquor business.

He's wrong. The 'Drys' don't want to compel everybody to take medicine-they want to eliminate the cause of disease so that nobody will have to take medicine. They don't want to compel every man to carry a crutch all his life-they want to abolish the evil which compels men to walk on crutches...."

1. In the final two paragraphs of the text, the author strengthens his argument against alcohol by comparing the banning of alcohol to:

- (A) curing a disease.
- (B) carrying a crutch for one's entire life.

(C)running a liquor business.

(D)running an insane asylum.

2. Which of the following lines from the text does NOT support the author's argument that liquor should be banned to protect the general population?

(A)We should be ready to give up our rights when the well-being of mankind as a whole is concerned.

(B)We forget that the biggest thing in this discussion is duty and sacrifice.

(C)The "Drys" don't want to compel everybody to take medicine--they want to eliminate the cause of disease.

(D)The Drys want to run society on the principle of an insane asylum.

ELACCGPS RI.9-10.6

Standard 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.

This standard asks students to figure out the author's point of view or purpose for writing the text. In most informational texts, the authors discuss their opinions on the topics in a clear and forthright manner, and also give plenty of evidence to support their arguments. But occasionally, an author can be subtler, and students are going to have to scour the text for tone, and for critical or judgmental words that point to the author's attitude.

The second part of this standard focuses on rhetoric, which can be a lengthy topic to cover in class. For 9th and 10th graders, it might help to focus on rhetorical devices that show up frequently in informational texts and speeches, such as:

- Anaphora
- Alliteration
- Parallel structure (Parallelism)
- Rhetorical questions
- Fear mongering

Read the excerpt below from an opinion piece written by Henry H. Curran in 1926. It's called ["The Wet Side of Prohibition"](#) and first appeared in the *New York Herald Tribune*:

"Excessive drinking among young people is a natural consequence of our Prohibition Laws. This is not evidence of depravity on their part, but a youthful reaction against the challenge of restraint. It is smart to drink. It is smart to carry a flask. Before prohibition the lad who took liquor on the hip to a party was almost unknown. Today he is a common figure."

1. Which of the following accurately describes the author's opinion of the Prohibition Laws?

- (A) The laws are highly effective in preventing young people from drinking.
- (B) The laws should be removed because they cause young people to party.
- (C) The laws are causing young people to drink more and not less, which makes the laws ineffective.
- (D) The laws should only apply to young people because they are the only ones that carry liquor.

Read the excerpt below from ["A Defense of Slang"](#) by Gelett Burgess. Then, answer the questions that follow:

"Could Shakespeare come to Chicago and listen curiously to 'the man in the street,' he would find himself more at home than in London. In the mouths of messenger boys and clerks he would find the English language used with all the freedom of unexpected metaphor and the plastic suggestive diction that was the privilege of the Elizabethan dramatists; he would say, no doubt, that he had found a nation of poets. There was hardly any such thing as slang in his day....

Slang has been called 'poetry in the rough,' and it is not all coarse or vulgar. There is a prosaic as well as a poetic license. The man in the street calls a charming girl, for instance, a 'daisy'.... Surely this is not inelegant, and such a reference will be understood a century hence without a foot-note."

1. Which word best represents the author's feelings about people who use slang?

- (A) Daisy

(B)Inelegant

(C)Poets

(D)Unexpected

2. Which of the following describes the author's attitude towards slang?

(A)He believes slang has a place in Shakespeare's society but not in modern society.

(B)He wants those living in Chicago to stop using slang.

(C)He believes slang is a creative and poetic part of modern language.

(D)He is disgusted by the vulgar use of slang in modern society.

Read the excerpt below from Zora Neale Hurston's "How it Feels to be Colored Me". Then, answer the questions that follow:

"I am colored but I offer nothing in the way of extenuating circumstances except the fact that I am the only Negro in the United States whose grandfather on the mother's side was not an Indian chief. [...]"

But I am not tragically colored. There is no great sorrow dammed up in my soul, nor lurking behind my eyes. I do not mind at all. I do not belong to the sobbing school of Negrohood who hold that nature somehow has given them a lowdown dirty deal and whose feelings are all but about it. Even in the helter-skelter skirmish that is my life, I have seen that the world is to the strong regardless of a little pigmentation more or less. No, I do not weep at the world. I am too busy sharpening my oyster knife.

Someone is always at my elbow reminding me that I am the granddaughter of slaves. It fails to register depression with me. Slavery is sixty years in the past. The operation was successful and the patient is doing well, thank you. The terrible struggle that made me an American out of a potential slave said 'On the line!' The Reconstruction said 'Get set!' and the generation before said 'Go!' I am off to a flying start and I must not halt in the stretch to look behind and weep. Slavery is the price I paid for civilization, and the choice was not with me. It is a bully adventure and worth all that I have paid through my ancestors for it. No one on earth ever had a greater chance for glory. The world to be won and nothing to be lost. It is thrilling to think, to know that for any act of mine, I shall get twice as much praise or twice as much blame. It is quite exciting to hold the center of the national stage, with the spectators not knowing whether to laugh or to weep.

The position of my white neighbor is much more difficult. No brown specter pulls up a chair beside me when I sit down to eat. No dark ghost thrusts its leg against mine in bed. The game of keeping what one has is never so exciting as the game of getting."

1. Which statement best describes the author's attitude in the essay above?

(A)She believes that slavery was not a painful chapter of history.

(B)She believes the hurt of the past can never be overcome.

(C)She is thankful for the opportunities that arose from her ancestors' painful history.

(D)She is disgusted by the color of her own skin.

2. Based on her essay, what would the author most likely say about those who complain about their history of slavery?

(A)Stop dwelling on the past and use your new opportunities to find greatness.

(B)Never stop reminding future generations of their background in slavery.

(C)Take revenge for all of the wrongs of slavery by lurking around your white neighbors.

(D)Power comes from holding on to the pain of the past.

ELACCGPS RI.9-10.7

Standard 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.

Late night comedians are the masters of this standard. In the words of Emily Dickinson, "Tell all the truth, but tell it slant." This standard is all about getting students to analyze how facts can be interpreted in different lights.

Read these two excerpts, and then answer the question that follows:

“Arizona Enacts Stringent Laws on Immigration” by Randal C. Archibold, published in the *New York Times*.

PHOENIX — Gov. Jan Brewer of Arizona signed the nation’s toughest bill on illegal immigration into law on Friday. Its aim is to identify, prosecute and deport illegal immigrants.

The move unleashed immediate protests and reignited the divisive battle over immigration reform nationally.

Even before she signed the bill at an afternoon news conference here, President Obama strongly criticized it.

Speaking at a naturalization ceremony for 24 active-duty service members in the Rose Garden, he called for a federal overhaul of immigration laws, which Congressional leaders signaled they were preparing to take up soon, to avoid “irresponsibility by others.”

The Arizona law, he added, threatened “to undermine basic notions of fairness that we cherish as Americans, as well as the trust between police and our communities that is so crucial to keeping us safe.”

The law, which proponents and critics alike said was the broadest and strictest immigration measure in generations, would make the failure to carry immigration documents a crime and give the police broad power to detain anyone suspected of being in the country illegally. Opponents have called it an open invitation for harassment and discrimination against Hispanics regardless of their citizenship status.

“State AGs, Democrats File Briefs Against Arizona Immigration Law” by Elise Foley, published in the *Huffington Post*.

WASHINGTON -- While the Supreme Court justices took up health care, opponents of Arizona's extreme immigration law looked ahead.

Eleven attorneys general filed an amicus brief on Monday in support of the federal government's suit against the law, SB 1070, which the Supreme Court will hear in April. Nearly 70 House Democrats, led by Rep. Raul Grijalva (D-Ariz.), filed a separate, but similar, brief.

The fight over Arizona's immigration law, though slightly lower profile than the constitutionality question on health care, is likely to provoke a firestorm as the Obama administration pits itself against Republican state lawmakers who attempted to take up enforcement of immigration law on their own.

The Justice Department sued Arizona in July 2010, two months after the law was passed, to block measures that government lawyers argued were unconstitutional. A few of those provisions were blocked before the end of the month, including measures requiring police to check immigration status of those they suspected to be in the country illegally or violators of offenses that could lead to deportation.

Opponents say the law is unconstitutional because it preempts the federal role to police immigration. But they also said the law is harmful for other reasons, such as diverting police efforts from other issues.

1. In what way do the two news articles covering the Arizona immigration law differ?

(A)Text A highlights how the law will affect the victims, while Text B focuses on how the law will impact the police officers.

(B)Text A depicts the law as fair, while Text B depicts the law as unfair.

(C)Text A focuses on the legal issues that surround the law, while Text B focuses on the emotional consequences of the law.

(D)Text A is told from the President's perspective, while Text B is told from the immigrants' perspective.

ELACCGPS RI.9-10.8

Standard 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.

It's CSI for English! Crime novels, thrillers, and detective stories have been a societal obsession for centuries because we love solving puzzles and looking for clues. So, think of this standard as a way to give students a chance to hone their sleuth skills!

The goal is to get students looking for faulty arguments or unsupported claims. You'll usually stumble across these types of logical problems when authors get too bold with their claims. Have students on the look out for words like: all, completely, definitely, none, without a doubt, and so on.

Read the excerpt below from President Lincoln's Second Inaugural Address, and answer the question that follows:

"At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it--all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war - seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came."

1. Which of the following claims in Lincoln's speech could *not* be supported by historical evidence?

(A) Insurgent agents were in the city, seeking to destroy it without war.

(B) And the war came.

(C) The inaugural address was being delivered from this place.

(D) All thoughts were anxiously directed to an impending civil war. All dreaded it--all sought to avert it.

Read the excerpt below from the essay, "Is the use of standardized tests improving education in America?". Then, answer the question that follows:

"Standardized tests have been a part of American education since the mid-1800s. Their use skyrocketed after 2002's No Child Left Behind Act (NCLB) mandated annual testing in all 50 states. US students slipped from 18th in the world in math in 2000 to 31st place in 2009, with a

similar decline in science and no change in reading. Failures in the education system have been blamed on rising poverty levels, teacher quality, tenure policies, and increasingly on the pervasive use of standardized tests.

Proponents argue that standardized tests are a fair and objective measure of student ability, that they ensure teachers and schools are accountable to taxpayers, and that the most relevant constituents – parents and students – approve of testing.

Opponents say the tests are neither fair nor objective, that their use promotes a narrow curriculum and drill-like ‘teaching to the test,’ and that excessive testing undermines America's ability to produce innovators and critical thinkers.”

1. The author makes the case that standardized testing is an important issue by:

(A) Forcing the reader to connect the dangers of standardized testing to their own lives.

(B) Presenting the major arguments both for and against standardized testing.

(C) Focusing only on the increasing number of standardized tests throughout history.

(D) Predicting the problems that will arise with increased testing.

The following is an extract from a statement made by President Roosevelt, announcing that the 18th amendment, the law prohibiting the drinking or selling alcohol, has officially been overturned.

“I, Franklin D. Roosevelt, President of the United States of America pursuant to the provisions of Section 217 (a) of the said Act of June 16, 1933, do hereby proclaim that the Eighteenth Amendment to the Constitution of the United States was repealed on the fifth day of December, 1933.

Observance of this request, which I make personally to every individual and every family in our Nation, will result in the consumption of alcoholic beverages which have passed Federal inspection, in the break-up and eventual destruction of the notoriously evil illicit liquor traffic.

I ask the wholehearted cooperation of all our citizens to the end that this return of individual freedom shall not be accompanied by the [disgusting] conditions that obtained prior to the adoption of the 18th Amendment and those that have existed since its adoption. Failure to do this honestly and courageously will be a living reproach to us all.

[...] We must remove forever from our midst the menace of the bootlegger and such others as would profit at the expense of good government, law and order.

I trust in the good sense of the American people that they will not bring upon themselves the curse of excessive use of intoxicating liquors, to the detriment of health, morals and social integrity.”

1. Which of the President’s claims could be challenged as logically false?

- (A)The Eighteenth Amendment was repealed on the fifth day of December, 1933.
- (B)The excessive consumption of alcohol is detrimental to the health of Americans.
- (C)If people obey the new law, it will result in the destruction of illegal alcohol trafficking.
- (D)The law means a return to individual freedom for Americans.

Read the excerpt below from Malcolm X's "The Ballot or the Bullet". Then, answer the questions that follow:

"Before we try and explain what is meant by the ballot or the bullet, I would like to clarify something concerning myself. I'm still a Muslim; my religion is still Islam. That's my personal belief. [...]"

Although I'm still a Muslim, I'm not here tonight to discuss my religion. I'm not here to try and change your religion. I'm not here to argue or discuss anything that we differ about, because it's time for us to submerge our differences and realize that it is best for us to first see that we have the same problem, a common problem, a problem that will make you catch hell whether you're a Baptist, or a Methodist, or a Muslim, or a nationalist. Whether you're educated or illiterate, whether you live on the boulevard or in the alley, you're going to catch hell just like I am. We're all in the same boat and we all are going to catch the same hell from the same man. He just happens to be a white man. All of us have suffered here, in this country, political oppression at the hands of the white man, economic exploitation at the hands of the white man, and social degradation at the hands of the white man.

Now in speaking like this, it doesn't mean that we're anti-white, but it does mean we're anti-exploitation, we're anti-degradation, we're anti-oppression. And if the white man doesn't want us to be anti-him, let him stop oppressing and exploiting and degrading us. Whether we are Christians or Muslims or nationalists or agnostics or atheists, we must first learn to forget our differences. If we have differences, let us differ in the closet; when we come out in front, let us not have anything to argue about until we get finished arguing with the man. If the late President Kennedy could get together with Khrushchev and exchange some wheat, we certainly have more in common with each other than Kennedy and Khrushchev had with each other."

1. What proof does Malcolm X give to show that it is possible for people with differences to work together?

- (A)President Kennedy was able to sit down with Khrushchev – and they had very little in common.
- (B)No one group is going to try to change the religion of any other group.
- (C)They can hide their differences in the closet until they are done fighting the white man.
- (D)Some men are educated and some are illiterate.

2. The speaker argues that people of all religions are similar because:

(A)They are all anti-white

(B)They are all unable to vote in presidential elections.

(C)They are all suffering from oppression at the hands of the white man.

(D)They are all educated

ELACCGPS 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.

- **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.**
- **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.**
- **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.**
- **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**
- **Provide a concluding statement or section that follows from and supports the argument presented.**

If there's one thing you know for sure, it's that teenagers LOVE to argue. Though they're quick to protest verbally, often they dread the written argument. In this standard, you'll be guiding your students through the process of making claims, supporting these claims with evidence, and drawing analytical conclusions.

Also important to this standard is structure and style. Students will need to explore how to best structure an argument, appealing to logic and using clear transitions to link ideas and evidence. Students also need to write professionally, attending to the rhetorical context and any discipline-specific conventions.

Fill in the blanks with the correct word. Some words may be used more than once.

Two	Claims	Evidence	Important	Counterclaims
Persuade	Concluding	Thesis	Support	

In this standard, your writing's purpose is to (1)_____ your audience to your way of thinking. Your topic should be (2)_____ rather than trivial, and the issue should have at least (3)_____ sides. The main way to present your position is to develop a (4)_____ statement which tells your reader what your thoughts are about the topic. In order to win the audience over, you need to make clear (5)_____. These ideas are then supported by (6)_____ which can take the form of statistics, facts, anecdotes, expert opinion, and examples. Besides presenting your own line of reasoning, you must consider other possible (7)_____. The three key steps in your writing that help organize your paper are (8)_____, (9)_____ and analysis. (10)_____ statements in your paragraphs follow and support the case presented.

ELA.CCGPS 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.)

This standard requires that students demonstrate their ability to attend to the writing context they are given. First, students need to examine what the assignment is and what type of writing will best address the assignment. They'll need to know the genre conventions and be able to choose a structure and style that's appropriate to the given genre. Next, students must know what they hope to achieve through their writing. Their purpose will determine how their ideas develop and what information will be included or left out. Finally, students must identify their audience. Who will be reading this text or to whom is it addressed? Students need to be able to identify the knowledge and concerns of their audience and tailor their writing to meet those needs.

Put the following steps in the correct order when addressing a writing context.

- a. Determine who your audience will be.
- b. Understand what the assignment is asking you to do.
- c. Decide the organization of your paper.
- d. Brainstorm possible topics.
- e. Write a rough draft.
- f. Determine the purpose of your task.
- g. List possible sub-topics.
- h. Settle on your voice, tone, and style.

ELACCGPS 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.

While this standard might give us digital immigrants the willies, it's every student's dream. Here students are asked to create, collaborate, and communicate in ways they're most comfortable with—using technology. And we don't just mean basic word processing technology here. Students should be fully engaged in the most current writing technologies, including blogs, wikis, and creating basic websites. As students move into the working world, they will definitely be expected to write and collaborate in digital environments.

Though many students might be comfortable with the basic functionality of such technology, our job now is to get them thinking critically about the use of these technologies for academic and professional purposes. Talk with your students about their digital ethos and how to best use document design and Web tools to enhance their writing. As always, keep the task, purpose, and audience central to your discussions. Feeling daunted? Check out the assignment below for an example of how students might use technology in your class.

Respond to the following short-answer questions.

1. What are some examples of current technologies that you might use for writing?
2. Why is it important to learn about writing within these technologies in school?
3. What are some things that Web technologies allow that are not possible in other contexts?
4. What does it mean to be aware of your digital ethos?

ELACCGPS.W.9-10.7

Conduct short as well as 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.

In this standard, students will complete brief or extended research in order to answer a question that you, or they themselves, pose. Students might use one source, or they might dig a little deeper on the topic and use several sources that they will synthesize in order to answer the question. A key skill here is knowing how to narrow or broaden the scope of their research as needed, so you'll want to give students some strategies for finding more specific and more general information.

Another key skill is time management depending on the time frame of the research. Help students create a backwards plan for research and writing, beginning with the due date, and setting incremental goals for the different tasks they must complete. After deep and critical thinking, students will show that they have a thorough understanding of their discoveries. They might give a presentation, write a paper, complete a multi-genre project, or lead a small group discussion on their topic to show what they've learned. Keep reading for an example you might use with your class.

Use the words below to fill in the blanks.

Part	Short	Critical-thinking
Sustained	synthesis	Self-generated

The time frames allowed for research in this standard are (1)_____ and (2)_____.

A research question in which the student selects the topic is called a (3)_____ question. (4)_____ is the act of bringing together the information from multiple sources to create meaning.

Building knowledge infers that you are using your (5)_____ skills rather than just memorizing facts.

Most research questions are made up of more than one (6)_____.

ELACCGPS.L.9-10.1

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **Use parallel structure.**
- **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.**

Okay, What the Heck Does That Mean?

We all know that ninth and tenth graders can send text messages in their sleep.

Wat r u doin?

Nt 2 mch. U?

We don't, however, want them to write like that in class – or anywhere else! This is the standard that teaches kids that text-speak and conventional English are not always identical.

By the ninth and tenth grades, the Common Core State Standards assume that most students are fluent in basic English: they can read, write, and speak simple sentences. They may even be able to read, write, and speak complex, compound, and compound-complex sentences as well, although, like most of us, their chances of identifying these correctly off the tops of their heads are slim. But what will help students most is knowing how to use various phrases and sentences, even if they can't always remember what to call them.

In grades 9 and 10, “demonstrat[ing] command of the conventions of standard English grammar and usage” means focusing on creating meaning, variety, and interest in speaking, reading, and writing by using:

- Parallelism, also known as parallel structure;
- Phrase types (noun, verb, adjectival, etc.); and
- Clause types (independent, dependent, etc.)

Communicating in short subject-verb-object sentences is popular in the land of Dick and Jane, where even Baby Sally has the same lucid vocabulary as her adult parents and “See Spot run. Run, Spot, run” is the highlight of the day. It’s also a recipe for boredom. Understanding how to shuffle sentences around, make lists, alternate sentence lengths, and join closely-related ideas makes reading, writing, and speaking more interesting and precise - and it won’t put the audience to sleep.

Parallelism

Parallelism is used to convey related ideas that have equal weight. It commonly appears in lists of words or phrases. Sentences that should have parallel structures but don’t often sound clunky or uncertain, like the writer can’t choose a form or doesn’t really believe his own statement.

Compare the following sentences:

1. His online dating profile says he loves penguins, walking in the moonlight, and when he finds money he forgot he had.
2. His online dating profile says he loves watching penguins, walking in the moonlight, and finding money he forgot he had.

The first one lacks parallelism: the three things listed are, respectively, an object, a gerund attached to a prepositional phrase, and a prepositional phrase. The second sentence is one example of how the parallelism in this sentence can be fixed (by changing everything to a gerund phrase). Some other ways of fixing this sentence’s parallel structure include:

His online dating profile says he loves to watch penguins, to walk in the moonlight, and to find money he forgot he had.

His online dating profile says he loves penguin-watching, moonlight-walking, and money-finding.

Try fixing the parallelism in the following sentences:

1. I went to the store for milk, to buy eggs, and meeting Santa Claus from noon to 1 pm.
2. He says that he stole a bicycle, skipping school, and had chased chickens around the yard, but I don’t believe any of it.
3. Her brand-new car, clothes, and singing voice make me suspect she got a record contract.

Phrases and Clauses

A phrase is a chunk of words that is missing a subject, a predicate, or both. Unlike a clause, a phrase will never be a complete sentence on its own; it needs the help of other words or phrases

to achieve sentence-hood. Phrases come in anywhere from four to several dozen types, depending on who's counting.

A clause, meanwhile, is a chunk of words that may have both a subject and a predicate, or it may not. A clause with a subject and a predicate is also known as an "independent clause" or a "complete sentence." A clause that lacks both a subject and a predicate needs another word, phrase, or clause to kick in the missing bit and complete the sentence.

1. Which of the following sentences does NOT use parallel structure?

(A)George collects glass jars, rents oversized tuxedos, and untangles blue yarn.

(B)George is a jar collector, a tuxedo renter, and a yarn untangler.

(C)George collects glass jars, has operated a rental shop for oversized tuxedos, and blue yarn is his favorite thing to untangle.

(D)George's favorite thing to collect is glass jars, to rent is oversized tuxedos, and to untangle is blue yarn.

(E)George collects jars made of glass, rents tuxedos that are oversized, and untangles yarn that is blue.

Patrinella's pet mutant spider has the following characteristics:

Seventeen legs

Eleven pairs of eyes, plus one spare

Can swim exceptionally well

Remarkably calm under pressure

2. Which of the following sentences uses parallelism to describe Patrinella's pet spider?

(A)Patrinella's pet spider, a mutant, has super mutant powers.

(B)Patrinella's pet spider has seventeen legs, has eleven pairs of eyes (plus one spare), can swim exceptionally well, and stays remarkably calm under pressure.

(C)Patrinella's pet spider can swim, but of eyes and legs it has way too many.

(D)Patrinella's pet spider has seventeen legs, eleven pairs of eyes plus one, an exceptional swimmer, and is known for being calm under pressure.

(E)Patrinella's pet spider can do a lot of things.

3. Which of the following is an independent clause?

- (A) A little-known fact about penguins.
- (B) Is that they are ridiculously ticklish.
- (C) Also, penguins can giggle.
- (D) Which sounds kind of like a cat.
- (E) Except ticklish cats bite instead of giggle.

4. All of the following are dependent clauses EXCEPT:

- (A) once upon a time, my brother started a library in his tree house
- (B) everyone in the neighborhood
- (C) promised to visit, and some even donated books
- (D) unfortunately, the weight of the books
- (E) was too much and the whole thing crashed to the ground

5. Which of the following sentences contains a prepositional phrase?

- (A) This summer, I went swimming.
- (B) I did not want to swim, because fish scare me.
- (C) I mean, what's wrong with swimming in the public swimming pool?
- (D) But my parents said no.
- (E) So we went lake-swimming instead.

6. Which of the following sentences contains a participial phrase?

- (A) I love our school's football games in the big stadium.
- (B) We all clap and holler and cheer in the stands whenever our team gets the ball.
- (C) This weekend, our best runner got his hands on the ball at the last minute.
- (D) Running for the goal line, he dropped the ball and then tripped on it.
- (E) The cheerleaders all booed, which is especially bad manners for a cheerleader.

7. Which of the following sentences contains a gerund phrase?

- (A)Ethan opposes making the school day shorter by two hours.
- (B)In this, Ethan is quite alone, since no one else agrees with him.
- (C)By “no one else,” I mean no other student.
- (D)Though, now that I think about it, a lot of the parents don’t want a shorter day either.
- (E)They think we’ll all get in trouble if we can do what we want all afternoon.

8. Which of the following is both a dependent clause AND an infinitive phrase?

- (A)Running through the pasture
- (B)Dave managed to slip and fall right into a giant cow pie
- (C)We all laughed even though Dave just wanted
- (D)To be left alone with his humiliation.
- (E)Looking back on it, I’m ashamed I didn’t at least help Dave to get up.

9. Which of the following is both an independent clause AND contains more than one prepositional phrase?

- (A)I considered running for class president.
- (B)I knew no one in the school would vote for me unless I proved I was awesome.
- (C)Biding my time, I secretly learned how to juggle chainsaws.
- (D)That were on fire.
- (E)When it was time for the debates, I knew I was a shoo-in.

10. Which of the following sentences uses prepositional phrases in parallel structure?

- (A)During the debates, I juggled chainsaws, made balloon animals, and pulled a rabbit out of my gym bag.
- (B)I got more applause for my stunts than any other candidate.
- (C)Of course, giving a speech, handing out flyers, and picking a vice-president were also on my to-do list.
- (D)During my speech I promised a student government by a student (me), of a student (me), and for a student (me).

(E)Despite the chainsaws, my classmates didn't think much of a potential president who was only in it for herself, and they voted for my opponent instead.

11. Which of the following sentences uses gerund phrases in parallel structure?

(A)Gerald opposes smoking in schools, having a cigarette in a restaurant, and people who smoke in the car with children.

(B)However, Gerald supports helping smokers quit, offering free help for smokers, and creating outdoor "smoking zones" for those who aren't ready to quit yet.

(C)Finding new ways to deal with smoking is the only activity on Gerald's resume.

(D)The school counselors say Gerald will never find a job, a house, a family, or a car if he's lecturing people about smoking all the time.

(E)But the joke is on them, because now Gerald has a lucrative TV contract that pays him to lecture people about smoking on a popular health show.

12. Which of the following sentences does NOT use parallel structure?

(A)My best friend has three older sisters: Caitlin, Kaitlyn, and Kate Lynn.

(B)All three sisters are in college studying philosophy, history, archaeology, and geography.

(C)Each sister has a theory she's trying to prove about ancient cultures, recorded history, and modern humans.

(D)Their parents suspect that Caitlin, her twin Kaitlyn, and third daughter Kate Lynn are just exploring their options, in college to go through a phase, and know that they really want to be insurance adjusters like their mother.

(E)I might believe that if I didn't know that Caitlin, Kaitlyn, and Kate Lynn were already planning a decade-long archaeological dig in Kenya, Ethiopia, and Zimbabwe.

13. Which of the following is an independent clause?

(A)the boy wondered

(B)if his parents bought him what he wanted for Christmas

(C)on his very long list to Santa Claus

(D)were two ponies, sparkly butterfly wings, and a Captain Destructo Command Post With Real Missiles

(E)which was wanted the most

14. Which of the following is a dependent clause?

- (A)the Joint Chiefs of Staff unanimously refused to send cats into war zones
- (B)the decision was made despite significant evidence
- (C)cats distract the enemy army with their cuteness
- (D)avoiding danger and injury better than any other cute animal
- (E)the advisors pointed out that sending in hedgehogs had been a disaster

15. Which of the following can be turned into an independent clause by adding the verb “collapsed”?

- (A)Every member of the exhausted football team
- (B)Running up to me with Timmy’s sweater in his mouth, our faithful dog Lassie
- (C)Who can tell me why this house of cards
- (D)The house painted in three shades of pink
- (E)All of the above can be turned into independent clauses by adding the verb “collapsed.”

16. Which of the following contains ONE participial phrase?

- (A)Jenelle understands eating three balanced meals per day will help keep her healthy.
- (B)I love running through the park, charging at the squirrels, and chasing my tail.
- (C)Deshaun spotted his younger brother throwing rocks at a hornet’s nest and immediately yelled at him to stop before he got stung.
- (D)I need you to understand that I can’t hear very well since I was stung in the ear by a hornet.
- (E)When Tamara grows up, she wants to write a book, to travel the world, and to sing with an internationally famous jazz band.

17. Which of the following contains ONE infinitive phrase?

- (A)When he gets to camp, Cody wants to go swimming, to catch fireflies, and expects archery to be his favorite activity.
- (B)I need to understand why I can’t mix the ice cream flavors without permission.
- (C)Flying through the air one warm spring day, Jenna suddenly understood why her mother insisted on buying her a trampoline for her birthday.
- (D)My favorite part of the circus is feeding peanuts to the elephant in the menagerie.

(E)I've been told elephants don't like ice cream, but this is not true.

18. Which of the following contains ONE gerund phrase?

(A)I wish I could remember putting my trumpet on the bus, but it's all a blur.

(B)I would hate to be the only person in the marching band who had nothing to play at the championship football game.

(C)If I can't find my trumpet, maybe the percussion section will let me play the cymbals, carry the bass drums, or impress the fans with my baton-twirling skills.

(D)If I've lost my trumpet, my parents are going to kill me!

(E)Unfortunately, I can't check whether I packed my trumpet until the bus stops, all the kids get out, and I dig out my bags from the luggage compartment.

19. Which of the following contains ONE prepositional phrase?

(A)Will and Kate are going to the store, past the old mill, and into Westminster Abbey.

(B)Walking a long way in her white dress, Kate looked uncomfortable.

(C)I stopped my car to watch.

(D)I should have offered them a ride, but they might laugh.

(E)I wish I could get married in Westminster Abbey and then go to a fabulous reception with cake and music.

20. Which of the following sentences contains both a dependent clause and an independent clause?

(A)I bought a turtle.

(B)My new pet turtle was on sale.

(C)I bought my new turtle and a bowl to put him in.

(D)I also bought turtle food.

(E)Even though turtles will eat anything.

ELA.CCGPS.L.9-10.2

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.**
- **Use a colon to introduce a list or quotation.**
- **Spell correctly.**

By grades nine and ten, the rule that a capital letter begins a sentence and a punctuation mark ends a sentence are second nature, and students are generally ready to move on to more exciting punctuation frontiers: the colon and the semicolon.

Most students know how to find the colon and semicolon on a keyboard, since both marks are indispensable elements of emoticons like :) or ;) . They may, however, be less familiar with their uses in sentences. (A quick guide to memory: the semicolon is winking, but the colon is not.) This Common Core Standard asks students to use semicolons to link related sentences, with and without the help of conjunctive adverbs like “however,” “therefore,” or “subsequently.” Colons, meanwhile, introduce lists or quotations.

And, as always, this second core standard for language reminds students that, yes, spelling counts.

For example:

Herman left his baseball mitt in his mother's car.
He sat in the dugout for the entire game trying to blow the world's biggest bubblegum bubble.

Dottie wanted to win the first-ever women's Olympic ski-jumping medal.
She worked out seven days a week and practiced jumping every day but Sunday.

Connect each pair with a semicolon, like so:

Herman left his baseball mitt in his mother's car; he sat in the dugout for the entire game trying to blow the world's biggest bubblegum bubble.

Dottie wanted to win the first-ever women's Olympic ski-jumping medal; she worked out seven days a week and practiced jumping every day but Sunday.

Practice adding conjunctive adverbs after the semicolon to make the relationship between the two sentences clearer. For example:

Herman left his baseball mitt in his mother's car; *consequently*, he sat in the dugout for the entire game trying to blow the world's biggest bubblegum bubble.

Dottie wanted to win the first-ever women's Olympic ski-jumping medal; *therefore*, she worked out seven days a week and practiced jumping every day but Sunday.

Introduction to Colons

The Common Core Standards suggest focusing on two primary colon uses: to introduce a list, or to introduce a quotation. For example:

I went to the store to buy three things: cheese, lettuce, and a goat.

Jamie knows what it takes to succeed in college: dedication, perseverance, and a way to back up all your files.

The colon specifically introduces lists (or quotations) that begin immediately after an independent clause, also known as a "complete sentence." Therefore, lists (or quotations) should follow clauses like the ones used above. Colons should not appear in sentences like "I went to the store to buy: cheese, lettuce, and a goat."

1. Which of the following sentences uses a semicolon correctly?

(A) We were going to go to the park; but it's raining.

(B) Instead, I went to the park alone; Robin stayed home to practice the violin.

(C) When I got to the park I nearly tripped on three things; the concrete, a deflated basketball, and a pile of dead worms.

(D) I kicked the basketball out of my way and stormed off to the jungle gym; my hair and coat sopping wet.

(E)Going to the park alone is no fun; especially in the rain.

2. Which of the following sentences uses a conjunctive adverb with a semicolon?

(A)When I was a kid I daydreamed a lot; I always wanted to be a duck.

(B)Ducks have a great life; they get to play in the water all day.

(C)Ducks who live in parks get to eat bread and cereal and stuff; the people who visit the park always bring stuff for the ducks to eat.

(D)I knew it was ridiculous to want to be a duck when I'm a person; nevertheless, it was my number one career choice until I discovered astronauts.

(E)Astronauts have pretty ordinary science jobs; they work in outer space, though, which is my dream.

3. Which of the following conjunctive adverbs BEST completes this sentence? "Dogs who live outdoors should be kept in a fenced yard; _____, they might run into the road and be injured."

(A)otherwise

(B)therefore

(C)consequently

(D)uniquely

(E)thereafter

4. Which of the following conjunctive adverbs is spelled incorrectly?

(A)moreover

(B)comparatively

(C)incidentally

(D)otherwise

(E)undoubtedly

5. In your introduction to your science fair project, you want to explain that you thought of it when your brother came home carrying a rock, a feather, and a bottle of soda. Which of the following sentences uses a colon correctly to explain your inspiration?

(A)"My brother came home carrying: a rock, a feather, and a bottle of soda."

(B)"My brother came home carrying a rock: a feather: and a bottle of soda."

(C)“My brother came home carrying three things: a rock, a feather, and a bottle of soda.”

(D)“My brother came home carrying three things, a rock: a feather: and a bottle of soda.”

(E)“My brother: came home carrying a rock, a feather, and a bottle of: soda.”

6. Tired of writing “Shakespeare says,” over and over in your essay, you decide to introduce Shakespeare’s quotations in your essay by using a colon. Which of the following is the correct way to do it?

(A)Shakespeare: “The quality of mercy is not strained.”

(B)Shakespeare believed in: “The quality of mercy is not strained.”

(C)Shakespeare’s *The Merchant of Venice* includes a scene where Portia says: “The quality of mercy is not strained.”

(D)Shakespeare puts his own words in Portia’s mouth when she says: “The quality of mercy is not strained.”

(E)Shakespeare’s *The Merchant of Venice* contains a well-known line: “The quality of mercy is not strained.”

7. Which of the following sentences uses a colon correctly AND has no misspelled words?

(A)Josie missed four words on her spelling test: baleful, condone, trite, and solicit.

(B)To the enchanted prince-turned-into-a-donkey, the princess said: “isn’t it magnanimous of me to condone your herisy?”

(C)The vagebond tried to wheedil three things out of the fishmonger’s wife: a needle, some thread, and a bag of magic gold pieces.

(D)Stephanie’s job is to referbish old furnitre into new and exciting works of art: like chairs into tables and tables into bigger tables.

(E)Every night, the king yelled the same command: “Bring me my golden goose!”, and the palece staff obeyed with alakritty.

• 8. In one of the following sentences, the underlined word is misspelled. Which sentence is it?

(A)It didn’t take long for Isabel to deduce that the dog had eaten her entire birthday cake.

(B)The mouse’s keen olfactory sense told him there was cheese nearby.

(C)“There’s no need to hide your computer screen,” said Miss Pell, “for I am certain your Internet-browsing habits are above reproach.”

(D)Cat wouldn't dream of inviting Horace to another dinner party; his conversation was excellent, but his table manners were reprehensible.

(E)Since Miss Pell had no children, she decided to endow her university with her fortune when she died.

9. Which of the following sentences uses a semicolon correctly AND has all its words spelled correctly?

(A)Scarlett and Ashley want to go skiing this winter; but only if Rhett and Melanie promise to come along as well.

(B)Winning an Olympic medal requires hard work; in addition, dedication is important.

(C)Jim and Stacy wanted to go to the zoo, but it was closed; moreover, it was raining, and Stacy has an inherent fear of getting chilled.

(D)Charles got into an altercation with a fellow alum; over the last edition of their school's annals.

(E)Libraries are the best place to find free learning; they also have helpful staff who can answer almost any question.

10. Which of the following words is not spelled correctly?

(A)obtrusive

(B)weird

(C)maternal

(D)intractable

(E)pugnacious

11. Which of the following sentences uses a semicolon correctly?

(A)Come September; Noah will have a little sister named Olivia.

(B)Noah has never met a baby girl before; consequently, he calls Olivia a "girl puppy."

(C)Noah helped his mother decorate the nursery; by drawing all over the walls with his crayons.

(D)Noah was proud of his drawings; but his mother didn't think there were nearly as nice as he did.

(E)That's probably why Noah got sent to bed without any dinner; but at least he got to skip bath time as well.

12. Which of the underlined words in the following sentences is NOT spelled correctly?

(A)Down Syndrome occurs when a person is born with an extra chromosome, sporting 47 instead of the usual 46.

(B)Shakespeare's Romeo and Juliet is loaded with dramatic irony - everybody except the main characters knows that both Romeo and Juliet are doomed!

(C)Whether Tia found the perfect dress or not, she was definately going to prom.

(D)Chad's uncle was so xenophobic he would cross the street if he even thought someone walking toward him had immigrated from another country.

(E)Like many adventurers, Magellan tried to circumnavigate the globe, but he didn't quite make it all the way around.

13. Which of the following is the right place for the colon in this sentence: Ralph Waldo Emerson however was more blunt "A foolish consistency is the hobgoblin of little minds."

(A)Ralph Waldo Emerson, however, was more blunt: "A foolish consistency is the hobgoblin of little minds."

(B)Ralph Waldo Emerson, however: was more blunt "A foolish consistency is the hobgoblin of little minds."

(C)Ralph Waldo Emerson: however was more blunt "A foolish consistency is the hobgoblin of little minds."

(D)Ralph Waldo Emerson however was more blunt "A foolish consistency: is the hobgoblin of little minds."

(E)A colon does not belong anywhere in this sentence.

14. How should a semicolon be used to join the following two sentences?

Samir makes an incredible shepherd's pie.

Samir spends four days in the kitchen preparing his signature dish.

(A)Samir makes an incredible shepherd's pie; spending four days in the kitchen preparing his signature dish.

(B)Samir makes an incredible shepherd's pie; when he spends four days in the kitchen preparing his signature dish.

(C)Samir spends four days in the kitchen preparing his signature dish; and makes an incredible shepherd's pie.

(D)Samir spends four days in the kitchen preparing his signature dish; therefore, he makes an incredible shepherd's pie.

(E)Samir spends four days in the kitchen; preparing his signature dish; and makes an incredible shepherd's pie.

15. Which of the following words is NOT spelled correctly?

(A)constellation

(B)quorum

(C)reciprocal

(D)translation

(E)discrepancy

16. Which of the following sentences uses a semicolon where it should use a colon?

(A)Henry the Eighth had six wives; their names were Katharine, Anne, Jane, Anna, Catherine, and another Katherine.

(B)Of Henry's six wives, only two of them lived longer than he did; those two were Anna and Katherine.

(C)Four of Henry's six wives were considerably younger than he was; Anne, Jane, Anna, Catherine, and Katherine.

(D)Henry the Eighth seemed to love Jane the best; at least, he is buried beside her in St. George's Chapel.

(E)Meanwhile, Henry's wives Anne and Catherine were both beheaded; they are buried in the Tower of London.

7. Which of the following sentences uses a colon where it should use a semicolon?

(A)English schoolchildren often dread learning about the Wars of the Roses for two reasons: they are complicated and they are dull.

(B)Learning about the Wars of the Roses would be more interesting if teachers didn't require students to memorize so many facts: dates, places, battles, and names.

(C)The Wars of the Roses were fought between two prominent English families: the families disagreed strongly on who should get the throne.

(D)These wars and the kings they put on the throne appear in several Shakespeare plays: Richard III, Henry VIII, and others.

(E)During these wars, King Richard III was said to have uttered his famous line: “My kingdom for a horse!”

18. Which of the following is NOT a conjunctive adverb?

- (A)of
- (B)moreover
- (C)likewise
- (D)similarly
- (E)however

19. Which of the following words is NOT spelled correctly?

- (A)antibellam
- (B)egregious
- (C)feckless
- (D)parabola
- (E)oxidize

20. Which of the following words is NOT spelled correctly?

- (A)notarize
- (B)respiration
- (C)sanguine
- (D)lexicon
- (E)all of the above words are spelled correctly

ELACCGPS.L.9-10.3

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.

- **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.**

In grades 9 and 10, the Common Core Standards for Language expect students to develop their knowledge of the language and formatting used in the most common citation style guides.

To students just learning the ropes, documenting references and resources in a research paper feels like a lot of pointless busywork. It may help to remind students of the benefits of citing their sources:

1. It shows they're not plagiarizing. Plagiarism, or using other people's words or ideas without giving them credit, is the fast track to nowhere. Plagiarism can get a writer kicked out of college, fired, or both. It's far better to put a citation after every statement - no matter how obvious - than to get caught passing off someone else's work as if it came from one's own brain.

2. It shows they're not just making stuff up. Almost as bad as plagiarism, "making stuff up" implies that the writer's arguments are so off-the-wall that no other human being agrees with them, but that the writer believes his or her audience is so ignorant they'll never notice the difference. Some students believe that citing sources undermines their credibility by making it look as if their argument can't stand on its own. In fact, the opposite is true: showing that the experts on the subject agree with the argument being presented makes it stronger.

3. It tells other readers in the field that the writer knows enough about the subject to "speak their language." This is where citing sources properly comes in handy. Writers who can use the proper citation style for the topic their paper covers indicate not only that they can research and organize an argument, but that they're familiar enough with the field that they know how people in that field communicate information on sources to one another.

Different fields of study have different ways to present information - everything from what information about a book goes in the bibliography to how to use a serial comma. Specialists in a particular field often memorize the rules of their particular style book through constant use, but it's not as important to memorize the rules as it is to know which style book to grab when writing on a particular topic or for a particular publication.

1. Aisha is writing a paper on the most recent Olympic gold medal winner in the women's 100-meter dash. A style manual is *least* likely to tell her how to cite:

(A) a biography of the runner

(B) the runner's web site

(C) an anthology containing short stories about famous Olympic sprinters

(D) a personal message the runner wrote on a poster for a fan

(E) a newspaper article discussing the runner's success

2. A paper that discusses what rivers symbolize in Mark Twain's books should use which of the following style guides?

(A) The Associated Press Stylebook

(B) A Manual for Writers of Term Papers, Theses, and Dissertations, by Kate L. Turabian

(C) MLA Handbook

(D) CBE Style Manual

(E) the decision is entirely up to the writer

3. Suppose that you want to convert your paper on rivers in Mark Twain's books into a newspaper article to run in a special Mark Twain anniversary edition of the paper. Which style guide should you check to change the citations in your paper?

- (A)The Chicago Manual of Style
- (B)the APA manual
- (C)ACS Style Guide
- (D)The Associated Press Stylebook
- (E)You shouldn't change the citations at all because you already used the right style guide

4. You're interviewing the Secretary of the Navy for an article that will run in the *New York Times*, and you're just minutes away from your deadline. Which chapter of the AP style guide is MOST likely to tell you how to refer to the Secretary of the Navy?

- (A)Stylebook: An A to Z listing of guides to usage
- (B)Sports Guidelines and Style
- (C)A Guide to Punctuation
- (D)Briefing on Media Law
- (E)Editing Marks

5. Which of the following rules are all the style books MOST likely to agree on?

- (A)Most plural nouns end in -s or -es
- (B)Page numbers in parenthetical references should always be marked "p."
- (C)Bibliography entries should never include page numbers.
- (D)Always use footnotes instead of parenthetical references.
- (E)The style manuals agree on all the rules listed here.

6. Ayako needs to know the proper way to insert a table into her paper on child psychology. Which section of the APA manual would MOST likely contain this information?

- (A)Guidelines to Reduce Bias in Language
- (B)Presenting Data in Specific Types of Tables
- (C)Content and Organization of a Manuscript

(D)Combining Figures and Words to Express Numbers

(E)Text Citations of Legal Materials

7. Which of the following sections in the Turabian manual is LEAST likely to be about how to cite a book as a source?

(A)Volume in a Multivolume Work With a General Title and Editor(s)

(B)Complete Work Within a Work by One Author

(C)Reprint Edition

(D)Privately Printed, Publisher Not Known

(E)Unpublished Musical Score

8. Which of the following style guides should you use if you're writing a paper on painting techniques in the 18th century?

(A)the ACS guide

(B)the Chicago manual

(C)the MLA handbook

(D)AP style guide

(E)all of the above guides are appropriate

9. Which section of the MLA handbook is MOST likely to tell you how to set up a bibliography page?

(A)Appendix A: Selected Reference Works by Field

(B)Chapter 6: Abbreviations

(C)Chapter 5: Documentation: Citing Sources in the Text

(D)Chapter 4: Documentation: Preparing the List of Works Cited

(E)Appendix B: Other Systems of Documentation

10. Sarah is conducting new research on the radioactive properties of a newly-discovered element. She wants to publish a paper describing her findings in the prestigious *Journal of Nuclear Physics*. Her lab partner, Ahmed, offers to loan her his copy of the *CBE Style Manual*. What does Sarah say?

(A)"Thanks, that's exactly the style guide I need."

(B)“No thanks; my paper is about chemistry and physics, so I’ll need the ACS Style Guide instead.”

(C)“Thanks; I was going to buy a copy of the ACS Style Guide, but either one is equally appropriate.”

(D)“No thanks; the first part of my paper is about the history of radioactivity, so I’ll need to use the MLA Handbook.”

(E)“No thanks; I’m being interviewed by the Washington Post next week, so I’ll need to use the Associated Press Stylebook to write my paper.”

11. Adam Least Heat Moon plans to write an article about the psychological conditions that soldiers may suffer after fighting in a combat unit. However, he doesn’t know whether he wants to write something for a professional psychology journal or for his local newspaper. When it comes to picking a style guide to use, does it matter where Adam Least Heat Moon plans to publish his writing?

(A)No, because style guide choice is always based on the topic of the paper, not on where it might be published.

(B)Yes, because papers in professional journals should always use Chicago style.

(C)Yes, because newspaper articles use AP style, but professional psychology journals use APA style.

(D)No, because “APA style” and “AP style” are two names for the same citation rules.

(E)Yes, because an article published in a psychology journal should use parenthetical references, but a paper published in a newspaper should use footnotes.

12. Which of the following topic headings is MOST likely to discuss how to use hyphens, no matter which style guide you’re using?

(A)Punctuation

(B)Citing Sources in the Text

(C)The Form and Organization of the Manuscript

(D)Spelling

(E)Inserting Graphics or Figures

13. *The Associated Press Stylebook* begins with a large section explaining how to write or abbreviate people’s names, names of products, professional designations, compound words, and place names. This section is MOST likely added because:

(A)Most people don’t know that proper nouns should be capitalized.

(B)The AP stylebook is actually a dictionary.

(C)There are several different correct ways to write these things, but writers using AP style should just stick to one way for consistency.

(D)Abbreviations are never appropriate in a newspaper article.

(E)Nicknames for people or states are never appropriate in a newspaper article.

14. Which of the following is the MOST persuasive reason to use an up-to-date style guide instead of one that is twenty years old?

(A)The English language spoken twenty years ago is incomprehensible today.

(B)There are no style manuals from twenty years ago, because agreeing on style rules is a new phenomenon.

(C)Style guides published before the Internet was commonplace do not explain how to do research or cite sources found online.

(D)When libraries first began using the Internet, no one needed advice on how to tell whether an Internet source was legitimate because all Internet sources were of the highest possible quality.

(E)There is no reason to use an up-to-date style guide.

15. Which of the following is NOT a good reason to use the appropriate style guide when writing a research paper?

(A)Citing sources correctly reassures your audience that you've studied the topic you're talking about.

(B)Citing sources correctly demonstrates that you did not plagiarize someone else's work.

(C)Citing sources correctly demonstrates that you did not just make up your facts from your own imagination.

(D)Citing sources correctly takes time, and readers are more impressed if they know your paper took a long time to write.

(E)Citing sources correctly shows your audience that you know enough about the field or publication you're writing for to "speak the same language" when it comes to identifying your sources.

16. Which of the following topics is MOST likely to appear in every style guide?

(A)How to submit a paper to the American Psychological Association

(B)How to file a newspaper article online before the deadline

(C)How to cite a book

(D)How to include drawings that explain a chemical process

(E)How to file a Freedom of Information Act request with a government office

17. The editors at the *Columbia Journal of Literary Criticism* were pleased to get your exhaustively researched paper on the images of birds in the short stories of author Flannery O'Connor. However, they want you to fix your citations, saying you used the wrong format. You used the APA style guide to write your paper. What do you do?

(A)Change the citations to MLA format

(B)Change the citations to footnotes, as required by Chicago style

(C)Take out all the citations, as required by AP style

(D)Change the citations so they refer only to primary sources, as required by ACS style

(E)Write back and explain that APA style was the correct choice and your citations do not need fixing

18. Suppose you're writing an article for the school paper on Zlata, the new foreign exchange student at your school who was born in Serbia-Montenegro. You're not sure whether "Serbia-Montenegro" should be hyphenated, be two separate words, or be written "Serbia and Montenegro." Which style guide is MOST likely to answer your question?

(A)The MLA handbook, because Serbia-Montenegro is famous for its art

(B)The AP Stylebook, because it gives the rules for writing country names

(C)The APA style guide, because children who grew up in Serbia-Montenegro often suffer from shock due to all the fighting going on in their formative years

(D)The CBE manual, because Serbia-Montenegro is home to a top-notch medical school

(E)The Turabian manual, because "writing about countries" isn't covered by any other manual

9. Which of the following rules are all the style guides LEAST likely to agree on?

(A)It's important to proofread your paper to catch any spelling mistakes before handing it in.

(B)The title of the paper should come before the body of the paper.

(C)A question mark should only be used to end a sentence that is a question.

(D)Citing your sources is a good way to avoid being accused of plagiarism.

(E) Sources should always be cited in parenthesis after the end of a sentence, but before the period or question mark.

10. It is MOST appropriate to use the Chicago or Turabian style guide when:

(A) Writing a history of performances of Shakespeare's Richard III

(B) Writing for a newspaper or magazine

(C) Writing a paper on the birth rate of the guppies in your sister's fish tank

(D) Writing a paper on sociology

(E) Writing a paper that doesn't fall into any of the above categories.