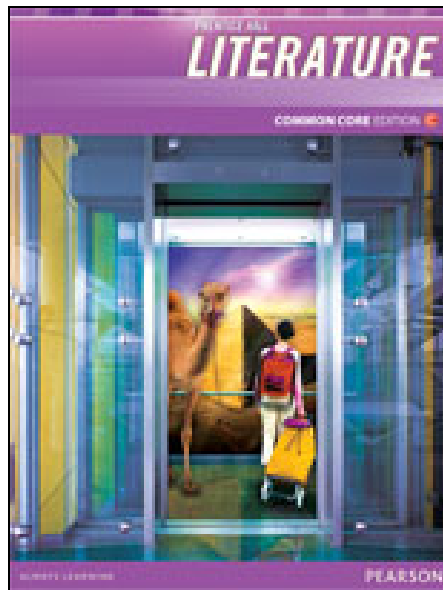


A Correlation of

Prentice Hall Literature
Common Core Edition
Grade 10, ©2012



To the

New Jersey Model Curriculum
Grade 10

A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012 to the New Jersey Model Curriculum

Introduction

This document demonstrates how *Prentice Hall Literature Common Core Edition* ©2012 meets the objectives of the New Jersey Model Curriculum for English Language Arts. Correlation page references are to the Teacher’s Edition and are cited by activity and page number. Lessons in the Teacher’s Edition contain facsimile Student Edition pages.

Prentice Hall Literature Common Core Edition

Prentice Hall Literature Common Core Edition is a comprehensive literacy program that brings together the cornerstones of the Common Core State Standards and provides a full array of instructional resources. You’ll find everything you need to provide differentiated instruction combined with powerful progress monitoring.

Prentice Hall Literature Common Core Edition is designed to motivate and inspire today’s digital natives—your students. Prentice Hall Literature: Language and Literacy brings the art of teaching literature into the 21st century. Visually striking and thoroughly engaging, the unique student edition looks like the real-world media students interact with outside the classroom. Prentice Hall Literature blends classic and contemporary literature with new literacies—informational nonfiction such Web sites and newspapers—allowing students to experience and interact with the best of both worlds. PHLitOnline extends that real-world experience with a fully interactive digital literature program that allows students and teachers to move effortlessly between print and multimedia.

Meet the Challenges of the Common Core

- In-depth support for seamless integration of the Common Core State Standards
- Comprehensive coverage of the standards
- Variety of assessments to meet the needs of soon-to-be-implemented Common Core assessments
- Leading author team featuring key contributors to the Common Core

Ensure All Students Achieve

- Systematic approach to helping students read texts of increasing complexity
- Scaffolding and modeling ensure that all students can meet the rigors of the Common Core
- Comprehensive support for developing the reading and communication skills students need to compete in the 21st Century
- Independent reading strand featuring content-area readings and rich literature

Differentiate Instruction and Track Progress

- Online student edition with built-in differentiated instruction
- Award-winning technology that automatically matches instruction and text levels to students’ abilities.

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Table of Contents

Model Curriculum Grade 10 English Language Arts UNIT 1	4
Model Curriculum Grade 10 English Language Arts UNIT 2	18
Model Curriculum Grade 10 English Language Arts UNIT 3	31
Model Curriculum Grade 10 English Language Arts UNIT 4	46
Model Curriculum Grade 10 English Language Arts UNIT 5	62

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 1</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
<p>Reading: Literature</p>	<p>RL.10.1 Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Inferences, make, 239, 244, 250, 253, 259, 262, 265, 269, 273, 277, 280, 281, 286, 291, 293; Conclusions, draw, 335, 342, 343, 347, 348, 352, 355, 361, 365, 369, 373, 374, 377, 381, 386, 390, 394, 397, 1153, 1171, 1185; also see: After You Read: Key Ideas and Details, 27, 42, 54, 74, 84, 103, 106, 237, 252, 264, 280, 292, 313, 326, 354, 364, 380, 396, 413, 418, 637, 654, 666, 680, 688, 703, 706, 722, 728, 740, 746, 763, 766, 807, 832, 858, 876, 912, 936, 962, 982, 1000, 1018, 1061, 1072, 1086, 1104, 1116, 1137, 1144, 1170, 1184, 1204, 1216, 1232, 1240</p>
	<p>RL.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.</p>	<p>SE/TE: Common Core Literary Analysis Workshop: Determining Themes in Fiction, 6, Close Read: Theme in Fiction, 8–19, Analyzing Theme, 1050–1051, Close Read: Determining Themes Across Cultures, 1052–1061; Theme, 335, 339, 341, 342, 344, 351, 353, 355, 359, 365; Comparing Literary Works: Theme, 758, 762, 763, 764, 767; Universal and Culturally Specific Themes, 868, 877; Comparing Themes and Worldviews, 1228, 1230, 1232, 1234, 1236, 1237, 1239, 1240, 1241; Summarize, 811, 816, 818, 820, 822, 825, 829, 832, 833, 837, 840, 845, 855, 859; also see: Performance Tasks (Common Core Assessment Workshop): Analyze Theme, 216, 436, 784, 1040, 1258, Analyze Central Idea, 216, 620, Analyze the Order and Development of Ideas, 620</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 1</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>RL.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.</p>	<p>SE/TE: Common Core Literary Analysis Workshop: Analyzing Characters in a Short Story, 226, Close Read: Character Development and Story Structure, 228–237, Analyzing Complex Characters, 794–795, Close Read: Character Development, Conflict, and Theme, 796–807; Characterization, direct/indirect, short story, 239, 244, 245, 248, 251, 253, 258, 260, 262, 264, 265; Performance Tasks (Common Core Assessment Workshop): Analyze the Development of a Complex Character, 436, Analyze Character Development, 1040; Character, 887, 1014, 1017, 1019, 1050, 1051, 1063, 1073, 1087; Protagonist and Antagonist, 811; Tragic Heroes, 985; Comparing Literary Works, 1014; also see: Common Core Literary Analysis Workshop: Determining Themes in Fiction, 6, Close Read: Theme in Fiction, 8–19, Analyzing Theme, 1050–1051, Close Read: Determining Themes Across Cultures, 1052–1061; Plot, 29, 33, 35, 37, 38, 40, 42, 43, 49, 51, 54, 55, 109, 887, 1050, 1052; Theme, 335, 339, 341, 342, 344, 351, 353, 355, 359, 365</p>
	<p>RL.10.4 Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>SE/TE: Figurative language, 630, 708, 715, 722, 723, 726, 729, 880, 1252; Comparing Literary Tone and Mood (use of language), 700, 702, 703, 705, 706, 707; Vocabulary Workshop: Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Idioms, Jargon, and Technical Terms, 1250–1251; Performance Tasks (Common Core Assessment Workshop): Analyze Figurative Language, 784, Analyze Word Choice, 1040; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 1	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	RL.10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	SE/TE: Common Core Literary Analysis Workshop: Analyzing Structure in a Short Story, 227, Close Read: Character Development and Story Structure, 228–237; also see: Plot diagram, 29, 887; Plot, 33, 35, 37, 38, 40, 42, 43, 49, 51, 54, 55, 109, 224, 227, 228, 229, 230, 231, 232, 233, 235, 792, 796, 806, 887, 1050, 1052; Archetypal narrative patterns, compare, 1128, 1145; Performance Tasks (Common Core Assessment Workshop): Analyze Archetypal Narrative Patterns, 1258
	RL.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.	SE/TE: Point of View, 306, 309, 310, 312, 313, 315, 316, 317, 318, 320, 322, 323, 324, 325, 326, 327, 444, 448, 449, 458, 1049, 1050, 1052, 1055, 1060; Performance Tasks: Analyze the Point of View From Which a Story Is Told, 437; Universal and Culturally Specific Themes, 868, 877; Universal and Culturally Specific Themes, 868, 877; Common Core Literary Analysis Workshop: Close Read: Determining Themes Across Cultures, 1052–1061; Cultural context, 1063, 1067, 1073, 1077, 1082, 1085, 1087, 1091, 1096, 1097, 1099, 1102, 1104, 1105, 1110, 1113, 1116, 1117; Compare Worldviews, 1153, 1171, 1185
	RL.10.7 Integration of Knowledge and Ideas Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	SE/TE: Speaking and Listening: Group screening of filmed production, 1004; also see: “Julius Caesar” (Critical Viewing), 986, 993, 999; “Arthur Becomes King of Britain,” (Critical Viewing), 1157, 1161, 1165; from “Don Quixote”, (Critical Viewing), 1211, 1213, 1215

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 1	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
Writing	W.10.3 Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE/TE: Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Narration: Short Story, 328–333; also see: Writing: Sequel, 57
	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view , and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: Autobiographical narrative: Telling the Story, 109; Short Story: Using Your Imagination, 329; Plot diagram, 330; Writing, 151, 399
	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines , to develop experiences, events, and/or characters.	SE/TE: Autobiographical Narrative: Create character and setting cards, 108; Use Dialogue, 110; Short Story: Gather details about characters, 328; Using Your Imagination, 329; Plot diagram, 330; Dialogue, 330; Writing, 57, 151, 399, 1219
	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SE/TE: Autobiographical Narrative: Telling the Story, 109; Short Story: Plot Diagram, 330; Writing, 1089
	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SE/TE: Autobiographical Narrative: Create character and setting cards, 108; Narrative, Short Story: Revise to use active voice, 330; Add sensory details, 330; Writing, 57, 509, 1219
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: Writing Workshop: Autobiographical Narrative, 108–113; Short Story, 328–333; Writing, 151

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 1</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>W.10.4 Production and Distribution of Writing 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.)</p>	<p>SE/TE: Common Core Workshop: Composing an Argument, CC76–CC77; Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Exposition: Cause-and-Effect Essay (Write an Explanatory Text), 200–207, Narration: Short Story, 328–333, Exposition: Problem-and-Solution Essay (Write an Argumentative Text), 420–427, Persuasion: Letter to the Editor (Write an Argumentative Text), 532–537, Argument: Persuasive Essay (Write an Argument), 604–611, Explanatory Text: Descriptive Essay (Write an Explanatory Essay), 708–713, Explanatory Text: Analytical Response to Literature (Write an Explanatory Essay), 768–775, Reflective Essay (Write a Narrative), 878–883, Research Report (Write an Informative Text), 1020–1031, Technical Document (Write an Explanatory Text), 1146–1151, Exposition: Comparison-and-Contrast Essay (Write an Informative Text), 1242–1249; also see: Timed Writing (informative / explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241; Performance Tasks (Common Core Assessment Workshop): Writing, 216, 436, 620, 784, 1040, 1258</p>
	<p>W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>	<p>SE/TE: Prewriting, 108, 201, 328, 421, 532, 605, 708, 769, 878, 1021-1022, 1146, 1243; Drafting, 110, 202, 330, 422, 534, 606, 710, 770, 880, 1023, 1148, 1244; Revising, Revising, 110, 204, 330, 424, 534, 608, 710, 772, 880, 1025, 1148, 1246; Editing/proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 1	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>W.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.</p>	<p>SE/TE: Communications Workshop: Delivering a Multimedia Presentation, 1034–1035; also see: Writing Workshop: Publishing and Sharing, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Research and Technology, 1005, 1219; Visual arts presentation, 749; Creating an Effective Podcast, R47</p>
	<p>W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: Writing Workshops: Response to Literature, 768–775; also see: Performance Tasks (Common Core Assessment Workshop): Writing about literature and informational texts, 216, 436, 620, 784, 1040, 1258; Timed Writing (informative/explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241</p>
	<p>W.10.9a. a. Apply grade10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p>SE/TE: Writing Workshops: Response to Literature, 768–775; Writing a Critical Essay, 731; Write an Essay, 835; Write a Reflective Essay, 861; Write a Character Analysis, 367; Writing to Compare Literary Works, 107, 199, 327, 419, 531, 603, 707, 767, 877, 1019, 1145, 1241; also see: Performance Tasks (Common Core Assessment Workshop): Writing about literature, 216, 436, 620, 784, 1040, 1258</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 1</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>W.10.10 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SE/TE: Common Core Workshop: Composing an Argument, CC76–CC77; Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Exposition: Cause-and-Effect Essay (Write an Explanatory Text), 200–207, Narration: Short Story, 328–333, Exposition: Problem-and-Solution Essay (Write an Argumentative Text), 420–427, Persuasion: Letter to the Editor (Write an Argumentative Text), 532–537, Argument: Persuasive Essay (Write an Argument), 604–611, Explanatory Text: Descriptive Essay (Write an Explanatory Essay), 708–713, Explanatory Text: Analytical Response to Literature (Write an Explanatory Essay), 768–775, Reflective Essay (Write a Narrative), 878–883, Research Report (Write an Informative Text), 1020–1031, Technical Document (Write an Explanatory Text), 1146–1151, Exposition: Comparison-and-Contrast Essay (Write an Informative Text), 1242–1249; also see: Timed Writing (informative / explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241; Performance Tasks (Common Core Assessment Workshop): Writing, 216, 436, 620, 784, 1040, 1258</p>
<p>Speaking and Listening</p>	<p>SL.10.1 Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Speaking and Listening: Interview, 57, Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Vocabulary Workshop: Comprehension and Collaboration, 209, 429, 613, 777, 1033, 1251; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 1	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SE/TE: Speaking and Listening: Interview, 57, Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259</p>
	<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>SE/TE: Peer review, use, 204, 424, 608, 772, 1025, 1246; also see: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691</p>
	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691</p>
	<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Peer review, use, 204, 424, 608, 772, 1025, 1246; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 1	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SE/TE: Communications Workshop: Analyzing Media Messages, 210–211, Delivering a Multimedia Presentation, 1034–1035, Comparing Media Coverage, 1252–1253; also see: Research and Technology, 87, 179, 267, 399, 575, 731, 749, 1005, 1187, 1219
	SL.10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE/TE: Communications Workshop: Analyzing Media Messages, 210–211, Viewing and Evaluating a Speech, 430–431, Comprehension and Collaboration, 615, 1035, 1253; also see: Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691
	SL.10.4 Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SE/TE: Communications Workshop: Delivering a Persuasive Speech, 614–615, Delivering an Oral Interpretation of a Literary Work, 778–779, Delivering a Multimedia Presentation, 1034–1035; also see: Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 1	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>	<p>SE/TE: Communications Workshop: Delivering a Persuasive Speech, 614–615, Delivering an Oral Interpretation of a Literary Work, 778–779, Delivering a Multimedia Presentation, 1034–1035; also see: Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259; Listening and Speaking activities: Interview, 57, Problem-solving group, 151, Oral reading, 295, Humorous persuasive speech, 485, Recollection, oral, 509, Debate, 555, Interpretation, oral, 669, Discussion, poetry reading, 691, Report, oral, 835, Mock trial, 861, Dramatic reading, 1004, Retelling, 1089, Dialogue, improvised, 1119</p>
<p>Language</p>	<p>L.10.1 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer’s Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R56</p>
	<p>a. Use parallel structure.</p>	<p>SE/TE: Writer’s Toolbox: Revising to Create Parallelism, 609; Grammar, Usage, and Mechanics Handbook: Parallelism, R52</p>
	<p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>SE/TE: Phrases, 748, 834, 881, 1002, R51, Prepositional, 668, 711, 730, 773, 1247, R51; Clauses, 773, 860, 1088, 1118, 1027, 1247, R51; Grammar, 178</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 1	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	L.10.3 Knowledge of Language 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.	SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer's Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R54
	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	SE/TE: Writing Workshop: Documenting Sources, 1022, 1023, 1025, 1026, 1031; Research and Technology: Identify your sources, 606; Grammar, 1186; Citing Sources and Preparing Manuscript, R36–R37; 21 st Century Skills, R42–R47
	L.10.4 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.	SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Word Origins, 428–429, Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Borrowed and Foreign Words, 1032–1033, Idioms, Jargon, and Technical Terms, 1250–1251; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217
	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	SE/TE: Building Academic Vocabulary (Words in Context), CC58–CC63; Vocabulary Workshop: Words with Multiple Meanings (context clues), 612–613; also see: Common Core Assessment Workshop: Writing and Language Conventions, 215, 435, 619, 783, 1039, 1257

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 1	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	SE/TE: Building Academic Vocabulary (related words), CC58–CC63; also see: Roots, 30, 43, 44, 55, 116, 135, 136, 149, 462, 471, 472, 483, 540, 545, 546, 553, 674, 681, 682, 689, 812, 833, 838, 859, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087; Word Study, 240, 254
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	SE/TE: Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209; also see: Dictionary, use, 295, 731, 835; Biographical dictionary, use, 1219
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE/TE: Building Academic Vocabulary (Words in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Words with Multiple Meanings (context clues), 612–613; also see: Dictionary, use, 295, 731, 835; Biographical dictionary, use, 1219

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 1	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: Building Academic Vocabulary (related words), CC58–CC63; Vocabulary Workshop: Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Idioms, Jargon, and Technical Terms, 1250–1251; Figurative language, 630, 708, 715, 722, 723, 726, 729, 880, 1252; Comparing Literary Tone and Mood (use of language), 700, 702, 703, 705, 706, 707; Performance Tasks (Common Core Assessment Workshop): Analyze Figurative Language, 784, Analyze Word Choice, 1040; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217
	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	SE/TE: Comparing Literary Works, 188; Figures of speech, 447, 715; Reading Skill, 733; Vocabulary: Practice, 741, 747
	b. Analyze nuances in the meaning of words with similar denotations.	SE/TE: Vocabulary Workshop: Connotation and Denotation, 776–777

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 1</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>L.10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension</p>	<p>SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Word Origins, 428–429, Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Borrowed and Foreign Words, 1032–1033, Idioms, Jargon, and Technical Terms, 1250–1251; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 2</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
<p>Reading: Informational Text</p>	<p>RI.10.1 Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Common Core Workshop: Comprehending Complex Texts (nonfiction models), CC66–CC71; Main idea, 461, 466, 470, 471, 477, 479, 483, 487, 492, 494, 497, 502, 504, 507; Reading Informational Materials, 90–95, 182–187, 298–305, 402–407, 512–517, 578–583, 694–699, 752–757, 864–867, 1008–1013, 1008–1013, 1122–1127, 1222–1227; Critical Thinking: Analyze, 470, 482, 496, 530, 552, 572, 594, Infer, 496, 524, 530, 564; Comparing Literary Works: Author’s Purpose, 584, 587, 588, 589, 590, 593, 594, 597, 598, 600, 601</p>
	<p>RI.10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>SE/TE: Common Core Literary Analysis Workshop: Determining Central Ideas in Nonfiction, 7, Close Read: Central Idea in Nonfiction, 20–27, Analyzing the Development of Ideas, 446–447, Close Read: Development of Ideas, 448–459; Critical Thinking: Summarize, 74, 103, 176; Reading for Information: paraphrase to connect ideas, 402–407, 864–867; Summarizing and Analyzing Main idea and Details, 461, 466, 470, 471, 477, 479, 483; Ask Questions to Analyze Main idea and Details, 487, 492, 494, 497, 502, 504, 507</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 2	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>SE/TE: Thesis statement, 20, 153, 165, 177; Expository Essay, 461, 465, 469, 471, 480; Reflective Essay, 487, 492, 496, 497, 502, 503, 505, 507; Analyzing Persuasive Techniques, 539, 545, 552, 553; Analytic and Persuasive Essays, 557, 561, 565, 569, 573; Comparing Literary Works: Author’s Purpose, 584, 587, 588, 589, 590, 593, 594, 597, 598, 600, 601; Reading for Information: Analyze Text Structures, 578–583; analyze, structure, format, and features, 694–699; analyze features, format and structure of text, 1008–1013; also see: Common Core Workshop: Analyzing Arguments, CC72–CC73, The Art of Argument: Rhetorical Devices and Persuasive Techniques, CC74–CC75; Performance Tasks (Common Core Assessment Workshop): Determine an Author’s Point of View and Analyze Use of Rhetoric, 620</p>
	<p>RI.10.4 Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Comparing Literary Works: Style (diction, word choice, syntax), 96, 107; Common Core Literary Analysis Workshop: Essays and Speeches (rhetorical devices, figurative language, word choice), 447, 448, 449, 450, 452, 453, 454, 456, 457; Vocabulary (for nonfiction selections), 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573; Reading for Information: follow and critique technical directions (sequence), 512–517; Vocabulary Workshop: Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Idioms, Jargon, and Technical Terms, 1250–1251</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 2	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>RI.10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>SE/TE: Common Core Workshop: Comprehending Complex Texts (nonfiction models), CC66–CC71; Common Core Literary Analysis Workshop: Determining Central Ideas in Nonfiction, 7, Close Read: Central Idea in Nonfiction, 20–27, Analyzing the Development of Ideas, 446–447, Close Read: Development of Ideas, 448–459; Analyzing Persuasive Techniques, 539, 545, 552, 553; Analytic and Persuasive Essays, 557, 561, 565, 569, 573; Reading for Information: Analyze Text Structures, 578–583; also see: Reading for Information: paraphrase to connect ideas, 402–407, 864–867; Summarizing and Analyzing Main idea and Details, 461, 466, 470, 471, 477, 479, 483; Ask Questions to Analyze Main idea and Details, 487, 492, 494, 497, 502, 504, 507</p>
	<p>RI.10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>SE/TE: Common Core Workshop: Analyzing Arguments, CC72–CC73, The Art of Argument: Rhetorical Devices and Persuasive Techniques, CC74–CC75; Author’s perspective, 59, 63, 64, 65, 67, 69, 71, 72, 74, 75, 80, 85; Author’s purpose, 153, 158, 160, 164, 165, 168, 171, 176, 177; Common Core Literary Analysis Workshop: Essays and Speeches (rhetorical devices), 447, 448, 450, 457; Persuasive Writing and Rhetorical Devices, 539, 545, 553; Comparing Literary Works: Author’s Purpose, 584, 587, 588, 589, 590, 593, 594, 597, 598, 600, 601; also see: Performance Tasks (Common Core Assessment Workshop): Determine an Author’s Point of View and Analyze Use of Rhetoric, 620</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 2	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
Writing	W.10.2 Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas , concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	SE/TE: Writing Workshop: Exposition: Cause-and-Effect Essay (Write an Explanatory Text), 200–207, Explanatory Text: Descriptive Essay (Write an Explanatory Essay), 708–713, Explanatory Text: Analytical Response to Literature (Write an Explanatory Essay), 768–775, Research Report (Write an Informative Text), 1020–1031, Technical Document (Write an Explanatory Text), 1146–1151, Exposition: Comparison-and-Contrast Essay (Write an Informative Text), 1242–1249; also see: Timed Writing (informative/explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241; Performance Tasks (Common Core Assessment Workshop): Writing, 216, 436, 620, 784, 1040, 1258; Communications Workshop: Delivering a Multimedia Presentation, 1034–1035
	a. Introduce a topic; organize complex ideas , concepts, and information to make important connections and distinctions ; include formatting (e.g., headings), graphics (e.g., figures , tables), and multimedia when useful to aiding comprehension.	SE/TE: Cause–and–effect essay: Prewriting strategies, 201, Drafting Strategies, 202; Descriptive Essay: Present controlling idea, 710; Analytical Response to Literature: Thesis statement, 770; Technical Document: Prewriting strategies, 1146, Drafting Strategies, 1147; Comparison-and-Contrast Essay: Use thesis statement and purpose, 1244
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic .	SE/TE: Cause–and–effect essay: Narrow Your Topic, 200; Descriptive Essay: Fully develop ideas, 710; Analytical Response to Literature: Use information from the text, 770; Technical Document: Explaining the Process, 1147; Provide Elaboration, 1148; Comparison-and-Contrast Essay: Support opinions, 1244
	c. Use appropriate and varied transitions to link the major sections of the text , create cohesion, and clarify the relationships among complex ideas and concepts.	SE/TE: Cause–and–effect essay: Use clear transitions, 202; Descriptive Essay: Chronological organization, 710; Technical Document: Revising Strategies, 1149; Comparison-and-Contrast Essay: Use transitions, 1244

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 2	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>SE/TE: Cause-and-effect essay: Identify related details, 204; Descriptive Essay: Gather details to develop figurative language, 708, Creating a memorable image, 709, Choose vivid words, 710; Analytical Response to Literature: Use strong precise language, 770, Use specific terms, 772; Technical Document: Use definitions, scenarios, and examples, 1148; Comparison-and-Contrast Essay: Revise for precision, 1246</p>
	<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE/TE: Cause-and-effect essay: Clarify analysis, 202; Analytical Response to Literature: Use strong precise language, 770, Use specific terms, 772; Technical Document: Use definitions, scenarios, examples, 1148; Comparison-and-Contrast Essay: Use thesis statement and purpose, 1244</p>
	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>SE/TE: Cause-and-effect Essay: Choose logical organization, 202, model conclusion, 206; Descriptive Essay: model conclusion, 712; Analytical Response to Literature: Organize response (conclusion), 770; Comparison-and-Contrast Essay: Choose organization, 1244, balance organization, 1246, model conclusion, 1248</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 2</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>W.10.4 Production and Distribution of Writing 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.)</p>	<p>SE/TE: Common Core Workshop: Composing an Argument, CC76–CC77; Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Exposition: Cause-and-Effect Essay (Write an Explanatory Text), 200–207, Narration: Short Story, 328–333, Exposition: Problem-and-Solution Essay (Write an Argumentative Text), 420–427, Persuasion: Letter to the Editor (Write an Argumentative Text), 532–537, Argument: Persuasive Essay (Write an Argument), 604–611, Explanatory Text: Descriptive Essay (Write an Explanatory Essay), 708–713, Explanatory Text: Analytical Response to Literature (Write an Explanatory Essay), 768–775, Reflective Essay (Write a Narrative), 878–883, Research Report (Write an Informative Text), 1020–1031, Technical Document (Write an Explanatory Text), 1146–1151, Exposition: Comparison-and-Contrast Essay (Write an Informative Text), 1242–1249; also see: Timed Writing (informative / explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241; Performance Tasks (Common Core Assessment Workshop): Writing, 216, 436, 620, 784, 1040, 1258</p>
	<p>W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>	<p>SE/TE: Prewriting, 108, 201, 328, 421, 532, 605, 708, 769, 878, 1021-1022, 1146, 1243; Drafting, 110, 202, 330, 422, 534, 606, 710, 770, 880, 1023, 1148, 1244; Revising, Revising, 110, 204, 330, 424, 534, 608, 710, 772, 880, 1025, 1148, 1246; Editing/proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 2	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>W.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.</p>	<p>SE/TE: Communications Workshop: Delivering a Multimedia Presentation, 1034–1035; also see: Writing Workshop: Publishing and Sharing, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Research and Technology, 1005, 1219; Visual arts presentation, 749; Creating an Effective Podcast, R47</p>
	<p>W.10.9b. Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: Writing Workshops: Response to Literature, 768–775; also see: Performance Tasks (Common Core Assessment Workshop): Writing about literature and informational texts, 216, 436, 620, 784, 1040, 1258; Timed Writing (informative/explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241</p>
	<p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>SE/TE: Writing Workshops: Response to Literature, 768–775; also see: Writing, 575; Timed Writing, 583, 1227; Research and Technology: Multimedia Presentation, 1005; Writing to Compare Literary Works, 531, 603; Performance Tasks (Common Core Assessment Workshop): Writing about informational texts, 216, 436, 620, 784, 1040, 1258</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 2</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>W.10.10 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SE/TE: Common Core Workshop: Composing an Argument, CC76–CC77; Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Exposition: Cause-and-Effect Essay (Write an Explanatory Text), 200–207, Narration: Short Story, 328–333, Exposition: Problem-and-Solution Essay (Write an Argumentative Text), 420–427, Persuasion: Letter to the Editor (Write an Argumentative Text), 532–537, Argument: Persuasive Essay (Write an Argument), 604–611, Explanatory Text: Descriptive Essay (Write an Explanatory Essay), 708–713, Explanatory Text: Analytical Response to Literature (Write an Explanatory Essay), 768–775, Reflective Essay (Write a Narrative), 878–883, Research Report (Write an Informative Text), 1020–1031, Technical Document (Write an Explanatory Text), 1146–1151, Exposition: Comparison-and-Contrast Essay (Write an Informative Text), 1242–1249; also see: Timed Writing (informative / explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241; Performance Tasks (Common Core Assessment Workshop): Writing, 216, 436, 620, 784, 1040, 1258</p>
<p>Speaking and Listening</p>	<p>SL.10.1b.c. Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Speaking and Listening: Interview, 57, Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Vocabulary Workshop: Comprehension and Collaboration, 209, 429, 613, 777, 1033, 1251; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 2	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SE/TE: Peer review, use, 204, 424, 608, 772, 1025, 1246; also see: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691
	SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SE/TE: Communications Workshop: Analyzing Media Messages, 210–211, Delivering a Multimedia Presentation, 1034–1035, Comparing Media Coverage, 1252–1253; also see: Research and Technology, 87, 179, 267, 399, 575, 731, 749, 1005, 1187, 1219
	SL.10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE/TE: Communications Workshop: Analyzing Media Messages, 210–211, Viewing and Evaluating a Speech, 430–431, Comprehension and Collaboration, 615, 1035, 1253; also see: Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 2	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>SL.10.4 Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SE/TE: Communications Workshop: Delivering a Persuasive Speech, 614–615, Delivering an Oral Interpretation of a Literary Work, 778–779, Delivering a Multimedia Presentation, 1034–1035; also see: Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691</p>
	<p>SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>	<p>SE/TE: Communications Workshop: Delivering a Persuasive Speech, 614–615, Delivering an Oral Interpretation of a Literary Work, 778–779, Delivering a Multimedia Presentation, 1034–1035; also see: Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259; Listening and Speaking activities: Interview, 57, Problem-solving group, 151, Oral reading, 295, Humorous persuasive speech, 485, Recollection, oral, 509, Debate, 555, Interpretation, oral, 669, Discussion, poetry reading, 691, Report, oral, 835, Mock trial, 861, Dramatic reading, 1004, Retelling, 1089, Dialogue, improvised, 1119</p>
<p>Language</p>	<p>L.10.1 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer’s Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R56</p>
	<p>a. Use parallel structure.</p>	<p>SE/TE: Writer’s Toolbox: Revising to Create Parallelism, 609; Grammar, Usage, and Mechanics Handbook: Parallelism, R52</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 2	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	SE/TE: Phrases, 748, 834, 881, 1002, R51, Prepositional, 668, 711, 730, 773, 1247, R51; Clauses, 773, 860, 1088, 1118, 1027, 1247, R51; Grammar, 178
	L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer's Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R54
	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	SE/TE: Conventions: Semicolons, Colons, and Ellipsis Points, 1218; Grammar, Usage, and Mechanics Handbook: Semicolons, R53
	b. Use a colon to introduce a list or quotation.	SE/TE: For related materials see: Conventions: Semicolons, Colons, and Ellipsis Points, 1218; Grammar, Usage, and Mechanics Handbook: Colons, R53
	c. Spell correctly	SE/TE: Spelling: words with double letters, 333, silent vowels, 611, homophones, 713, 1151, endings, 775, citations, 1031
	L.10.3 Knowledge of Language 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.	SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer's Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R54

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 2	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>SE/TE: Writing Workshop: Documenting Sources, 1022, 1023, 1025, 1026, 1031; Research and Technology: Identify your sources, 606; Grammar, 1186; Citing Sources and Preparing Manuscript, R36–R37; 21st Century Skills, R42–R47</p>
	<p>L.10.4 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	<p>SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Word Origins, 428–429, Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Borrowed and Foreign Words, 1032–1033, Idioms, Jargon, and Technical Terms, 1250–1251; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217</p>
	<p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>SE/TE: Building Academic Vocabulary (Words in Context), CC58–CC63; Vocabulary Workshop: Words with Multiple Meanings (context clues), 612–613; also see: Common Core Assessment Workshop: Writing and Language Conventions, 215, 435, 619, 783, 1039, 1257</p>
	<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<p>SE/TE: Building Academic Vocabulary (related words), CC58–CC63; also see: Roots, 30, 43, 44, 55, 116, 135, 136, 149, 462, 471, 472, 483, 540, 545, 546, 553, 674, 681, 682, 689, 812, 833, 838, 859, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087; Word Study, 240, 254</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 2	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	SE/TE: Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209; also see: Dictionary, use, 295, 731, 835; Biographical dictionary, use, 1219
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE/TE: Building Academic Vocabulary (Words in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Words with Multiple Meanings (context clues), 612–613; also see: Dictionary, use, 295, 731, 835; Biographical dictionary, use, 1219
	L.10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension.	SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Word Origins, 428–429, Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Borrowed and Foreign Words, 1032–1033, Idioms, Jargon, and Technical Terms, 1250–1251; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 3</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
<p>Reading: Informational Text</p>	<p>RI.10.1 Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Common Core Workshop: Comprehending Complex Texts (nonfiction models), CC66–CC71; Main idea, 461, 466, 470, 471, 477, 479, 483, 487, 492, 494, 497, 502, 504, 507; Reading Informational Materials, 90–95, 182–187, 298–305, 402–407, 512–517, 578–583, 694–699, 752–757, 864–867, 1008–1013, 1008–1013, 1122–1127, 1222–1227; Critical Thinking: Analyze, 470, 482, 496, 530, 552, 572, 594, Infer, 496, 524, 530, 564; Comparing Literary Works: Author’s Purpose, 584, 587, 588, 589, 590, 593, 594, 597, 598, 600, 601</p>
	<p>RI.10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>SE/TE: Common Core Literary Analysis Workshop: Determining Central Ideas in Nonfiction, 7, Close Read: Central Idea in Nonfiction, 20–27, Analyzing the Development of Ideas, 446–447, Close Read: Development of Ideas, 448–459; Critical Thinking: Summarize, 74, 103, 176; Reading for Information: paraphrase to connect ideas, 402–407, 864–867; Summarizing and Analyzing Main idea and Details, 461, 466, 470, 471, 477, 479, 483; Ask Questions to Analyze Main idea and Details, 487, 492, 494, 497, 502, 504, 507</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 3</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>SE/TE: Thesis statement, 20, 153, 165, 177; Expository Essay, 461, 465, 469, 471, 480; Reflective Essay, 487, 492, 496, 497, 502, 503, 505, 507; Analyzing Persuasive Techniques, 539, 545, 552, 553; Analytic and Persuasive Essays, 557, 561, 565, 569, 573; Comparing Literary Works: Author’s Purpose, 584, 587, 588, 589, 590, 593, 594, 597, 598, 600, 601; Reading for Information: Analyze Text Structures, 578–583; analyze, structure, format, and features, 694–699; analyze features, format and structure of text, 1008–1013; also see: Common Core Workshop: Analyzing Arguments, CC72–CC73, The Art of Argument: Rhetorical Devices and Persuasive Techniques, CC74–CC75; Performance Tasks (Common Core Assessment Workshop): Determine an Author’s Point of View and Analyze Use of Rhetoric, 620</p>
	<p>RI.10.4 Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Comparing Literary Works: Style (diction, word choice, syntax), 96, 107; Common Core Literary Analysis Workshop: Essays and Speeches (rhetorical devices, figurative language, word choice), 447, 448, 449, 450, 452, 453, 454, 456, 457; Vocabulary (for nonfiction selections), 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573; Reading for Information: follow and critique technical directions (sequence), 512–517; Vocabulary Workshop: Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Idioms, Jargon, and Technical Terms, 1250–1251</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>RI.10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>SE/TE: Common Core Workshop: Comprehending Complex Texts (nonfiction models), CC66–CC71; Common Core Literary Analysis Workshop: Determining Central Ideas in Nonfiction, 7, Close Read: Central Idea in Nonfiction, 20–27, Analyzing the Development of Ideas, 446–447, Close Read: Development of Ideas, 448–459; Analyzing Persuasive Techniques, 539, 545, 552, 553; Analytic and Persuasive Essays, 557, 561, 565, 569, 573; Reading for Information: Analyze Text Structures, 578–583; also see: Reading for Information: paraphrase to connect ideas, 402–407, 864–867; Summarizing and Analyzing Main idea and Details, 461, 466, 470, 471, 477, 479, 483; Ask Questions to Analyze Main idea and Details, 487, 492, 494, 497, 502, 504, 507</p>
	<p>RI.10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>SE/TE: Common Core Workshop: Analyzing Arguments, CC72–CC73, The Art of Argument: Rhetorical Devices and Persuasive Techniques, CC74–CC75; Author’s perspective, 59, 63, 64, 65, 67, 69, 71, 72, 74, 75, 80, 85; Author’s purpose, 153, 158, 160, 164, 165, 168, 171, 176, 177; Common Core Literary Analysis Workshop: Essays and Speeches (rhetorical devices), 447, 448, 450, 457; Persuasive Writing and Rhetorical Devices, 539, 545, 553; Comparing Literary Works: Author’s Purpose, 584, 587, 588, 589, 590, 593, 594, 597, 598, 600, 601; also see: Performance Tasks (Common Core Assessment Workshop): Determine an Author’s Point of View and Analyze Use of Rhetoric, 620</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>RI.10.8 Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>SE/TE: Common Core Workshop: Analyzing Arguments, CC72–CC73, The Art of Argument: Rhetorical Devices and Persuasive Techniques, CC74–CC75; Common Core Literary Analysis Workshop: Essays and Speeches (rhetorical devices), 447, 448, 450, 457; Persuasive Writing and Rhetorical Devices, 539, 545, 553; Distinguishing Between Fact and Opinion to Evaluate Persuasion, 557, 562, 565, 573; also see: Communications Workshop: Viewing and Evaluating a Speech, 430–431, Comparing Media Coverage, 1252–1253; Performance Tasks (Common Core Assessment Workshop): Determine an Author’s Point of View and Analyze Use of Rhetoric, 620; Reading for Information: evaluate credibility of author’s argument (question, critique generalizations and evidence), 1222–1227</p>
<p>Writing</p>	<p>W.10.1 Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>SE/TE: Common Core Workshop: Composing an Argument, CC76–CC77; Writing Workshop: Exposition: Problem-and-Solution Essay (Write an Argumentative Text), 420–427, Persuasion: Letter to the Editor (Write an Argumentative Text), 532–537, Argument: Persuasive Essay (Write an Argument), 604–611; Writing: Book Review, 295, Critique, 575, Critical essay, 731, Editorial, 1003; also see: Communications Workshop: Delivering a Persuasive Speech, 616; Performance Tasks (Common Core Assessment Workshop): Evaluate an Argument, 620</p>
	<p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>SE/TE: Common Core Workshop: Composing an Argument (introduce claim), CC76; Problem-and-Solution Essay: Narrow topic, 421; Letter to the Editor: Issues, list/look at both sides, 532, 605; Persuasive Essay: Arguments, list, 605; Counterarguments, identify, 605; Pro-and-con chart, use, 605; Arguments, evaluate/emphasize strongest, 606; Arguments, test support, 608; Writing: Editorial, 1003</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	SE/TE: Common Core Workshop: Composing an Argument (develop claim), CC76; Problem-and-Solution Essay: Address your audience, 422; Letter to the Editor: Issues, list/look at both sides, 532, 605; Persuasive Essay: Arguments, list, 605; Counterarguments, identify, 605; Pro-and-con chart, use, 605; Arguments, evaluate/emphasize strongest, 606; Arguments, test support, 608; Writing: Editorial, 1003
	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE/TE: Problem-and-Solution Essay: Use transitions, 422; Letter to the Editor: Word choice, consider, 533; Parallelism, use, 534; Rhetorical devices, use, 534; Persuasive Essay: Comparatives/superlatives, use, 608; Writing: Editorial, 1003
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TE: Problem-and-Solution Essay: informal and formal language, 422; Letter to the Editor: Finding your voice, 533; Persuasive Essay: Offer evidence, 606
	e. Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: Common Core Workshop: Composing an Argument (concluding statement), CC76; Problem-and-Solution Essay: Outline, 422, Model of conclusion, 426; Letter to the Editor: Model of conclusion, 536; Persuasive Essay: Model of conclusion, 610; Writing: Editorial, 1003

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 3</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>W.10.4 Production and Distribution of Writing 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.)</p>	<p>SE/TE: Common Core Workshop: Composing an Argument, CC76–CC77; Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Exposition: Cause-and-Effect Essay (Write an Explanatory Text), 200–207, Narration: Short Story, 328–333, Exposition: Problem-and-Solution Essay (Write an Argumentative Text), 420–427, Persuasion: Letter to the Editor (Write an Argumentative Text), 532–537, Argument: Persuasive Essay (Write an Argument), 604–611, Explanatory Text: Descriptive Essay (Write an Explanatory Essay), 708–713, Explanatory Text: Analytical Response to Literature (Write an Explanatory Essay), 768–775, Reflective Essay (Write a Narrative), 878–883, Research Report (Write an Informative Text), 1020–1031, Technical Document (Write an Explanatory Text), 1146–1151, Exposition: Comparison-and-Contrast Essay (Write an Informative Text), 1242–1249; also see: Timed Writing (informative / explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241; Performance Tasks (Common Core Assessment Workshop): Writing, 216, 436, 620, 784, 1040, 1258</p>
	<p>W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>	<p>SE/TE: Prewriting, 108, 201, 328, 421, 532, 605, 708, 769, 878, 1021-1022, 1146, 1243; Drafting, 110, 202, 330, 422, 534, 606, 710, 770, 880, 1023, 1148, 1244; Revising, Revising, 110, 204, 330, 424, 534, 608, 710, 772, 880, 1025, 1148, 1246; Editing/proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>W.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.</p>	<p>SE/TE: Communications Workshop: Delivering a Multimedia Presentation, 1034–1035; also see: Writing Workshop: Publishing and Sharing, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Research and Technology, 1005, 1219; Visual arts presentation, 749; Creating an Effective Podcast, R47</p>
	<p>W.10.9b. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: Writing Workshops: Response to Literature, 768–775; also see: Performance Tasks (Common Core Assessment Workshop): Writing about literature and informational texts, 216, 436, 620, 784, 1040, 1258; Timed Writing (informative/explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241</p>
	<p>b. Apply <i>grades 10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>SE/TE: Writing Workshops: Response to Literature, 768–775; also see: Writing, 575; Timed Writing, 583, 1227; Research and Technology: Multimedia Presentation, 1005; Writing to Compare Literary Works, 531, 603; Performance Tasks (Common Core Assessment Workshop): Writing about informational texts, 216, 436, 620, 784, 1040, 1258</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 3</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>W.10.10 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SE/TE: Common Core Workshop: Composing an Argument, CC76–CC77; Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Exposition: Cause-and-Effect Essay (Write an Explanatory Text), 200–207, Narration: Short Story, 328–333, Exposition: Problem-and-Solution Essay (Write an Argumentative Text), 420–427, Persuasion: Letter to the Editor (Write an Argumentative Text), 532–537, Argument: Persuasive Essay (Write an Argument), 604–611, Explanatory Text: Descriptive Essay (Write an Explanatory Essay), 708–713, Explanatory Text: Analytical Response to Literature (Write an Explanatory Essay), 768–775, Reflective Essay (Write a Narrative), 878–883, Research Report (Write an Informative Text), 1020–1031, Technical Document (Write an Explanatory Text), 1146–1151, Exposition: Comparison-and-Contrast Essay (Write an Informative Text), 1242–1249; also see: Timed Writing (informative / explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241; Performance Tasks (Common Core Assessment Workshop): Writing, 216, 436, 620, 784, 1040, 1258</p>
<p>Speaking and Listening</p>	<p>SL. 10.1 Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Speaking and Listening: Interview, 57, Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Vocabulary Workshop: Comprehension and Collaboration, 209, 429, 613, 777, 1033, 1251; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SE/TE: Speaking and Listening: Interview, 57, Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259</p>
	<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>SE/TE: Peer review, use, 204, 424, 608, 772, 1025, 1246; also see: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691</p>
	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691</p>
	<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Peer review, use, 204, 424, 608, 772, 1025, 1246; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SE/TE: Communications Workshop: Analyzing Media Messages, 210–211, Delivering a Multimedia Presentation, 1034–1035, Comparing Media Coverage, 1252–1253; also see: Research and Technology, 87, 179, 267, 399, 575, 731, 749, 1005, 1187, 1219
	SL.10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE/TE: Communications Workshop: Analyzing Media Messages, 210–211, Viewing and Evaluating a Speech, 430–431, Comprehension and Collaboration, 615, 1035, 1253; also see: Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691
	SL.10.4 Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SE/TE: Communications Workshop: Delivering a Persuasive Speech, 614–615, Delivering an Oral Interpretation of a Literary Work, 778–779, Delivering a Multimedia Presentation, 1034–1035; also see: Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>	<p>SE/TE: Communications Workshop: Delivering a Persuasive Speech, 614–615, Delivering an Oral Interpretation of a Literary Work, 778–779, Delivering a Multimedia Presentation, 1034–1035; also see: Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259; Listening and Speaking activities: Interview, 57, Problem-solving group, 151, Oral reading, 295, Humorous persuasive speech, 485, Recollection, oral, 509, Debate, 555, Interpretation, oral, 669, Discussion, poetry reading, 691, Report, oral, 835, Mock trial, 861, Dramatic reading, 1004, Retelling, 1089, Dialogue, improvised, 1119</p>
<p>Language</p>	<p>L.10.1 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer’s Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R56</p>
	<p>a. Use parallel structure.</p>	<p>SE/TE: Writer’s Toolbox: Revising to Create Parallelism, 609; Grammar, Usage, and Mechanics Handbook: Parallelism, R52</p>
	<p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>SE/TE: Phrases, 748, 834, 881, 1002, R51, Prepositional, 668, 711, 730, 773, 1247, R51; Clauses, 773, 860, 1088, 1118, 1027, 1247, R51; Grammar, 178</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer's Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R54
	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	SE/TE: Conventions: Semicolons, Colons, and Ellipsis Points, 1218; Grammar, Usage, and Mechanics Handbook: Semicolons, R53
	b. Use a colon to introduce a list or quotation.	SE/TE: For related materials see: Conventions: Semicolons, Colons, and Ellipsis Points, 1218; Grammar, Usage, and Mechanics Handbook: Colons, R53
	L.10.3 Knowledge of Language 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.	SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer's Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R54
	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	SE/TE: Writing Workshop: Documenting Sources, 1022, 1023, 1025, 1026, 1031; Research and Technology: Identify your sources, 606; Grammar, 1186; Citing Sources and Preparing Manuscript, R36–R37; 21 st Century Skills, R42–R47

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>L.10.4 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Word Origins, 428–429, Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Borrowed and Foreign Words, 1032–1033, Idioms, Jargon, and Technical Terms, 1250–1251; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217</p>
	<p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>SE/TE: Building Academic Vocabulary (Words in Context), CC58–CC63; Vocabulary Workshop: Words with Multiple Meanings (context clues), 612–613; also see: Common Core Assessment Workshop: Writing and Language Conventions, 215, 435, 619, 783, 1039, 1257</p>
	<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<p>SE/TE: Building Academic Vocabulary (related words), CC58–CC63; also see: Roots, 30, 43, 44, 55, 116, 135, 136, 149, 462, 471, 472, 483, 540, 545, 546, 553, 674, 681, 682, 689, 812, 833, 838, 859, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087; Word Study, 240, 254</p>
	<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>SE/TE: Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209; also see: Dictionary, use, 295, 731, 835; Biographical dictionary, use, 1219</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE/TE: Building Academic Vocabulary (Words in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Words with Multiple Meanings (context clues), 612–613; also see: Dictionary, use, 295, 731, 835; Biographical dictionary, use, 1219
	L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: Building Academic Vocabulary (related words), CC58–CC63; Vocabulary Workshop: Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Idioms, Jargon, and Technical Terms, 1250–1251; Figurative language, 630, 708, 715, 722, 723, 726, 729, 880, 1252; Comparing Literary Tone and Mood (use of language), 700, 702, 703, 705, 706, 707; Performance Tasks (Common Core Assessment Workshop): Analyze Figurative Language, 784, Analyze Word Choice, 1040; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217
	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	SE/TE: Comparing Literary Works, 188; Figures of speech, 447, 715; Reading Skill, 733; Vocabulary: Practice, 741, 747
	b. Analyze nuances in the meaning of words with similar denotations.	SE/TE: Vocabulary Workshop: Connotation and Denotation, 776–777

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 3	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>L.10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension.</p>	<p>SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Word Origins, 428–429, Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Borrowed and Foreign Words, 1032–1033, Idioms, Jargon, and Technical Terms, 1250–1251; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 4</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
<p>Reading: Literature</p>	<p>RL.10.1 Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Inferences, make, 239, 244, 250, 253, 259, 262, 265, 269, 273, 277, 280, 281, 286, 291, 293; Conclusions, draw, 335, 342, 343, 347, 348, 352, 355, 361, 365, 369, 373, 374, 377, 381, 386, 390, 394, 397, 1153, 1171, 1185; also see: After You Read: Key Ideas and Details, 27, 42, 54, 74, 84, 103, 106, 237, 252, 264, 280, 292, 313, 326, 354, 364, 380, 396, 413, 418, 637, 654, 666, 680, 688, 703, 706, 722, 728, 740, 746, 763, 766, 807, 832, 858, 876, 912, 936, 962, 982, 1000, 1018, 1061, 1072, 1086, 1104, 1116, 1137, 1144, 1170, 1184, 1204, 1216, 1232, 1240</p>
	<p>RL.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.</p>	<p>SE/TE: Common Core Literary Analysis Workshop: Determining Themes in Fiction, 6, Close Read: Theme in Fiction, 8–19, Analyzing Theme, 1050–1051, Close Read: Determining Themes Across Cultures, 1052–1061; Theme, 335, 339, 341, 342, 344, 351, 353, 355, 359, 365; Comparing Literary Works: Theme, 758, 762, 763, 764, 767; Universal and Culturally Specific Themes, 868, 877; Comparing Themes and Worldviews, 1228, 1230, 1232, 1234, 1236, 1237, 1239, 1240, 1241; Summarize, 811, 816, 818, 820, 822, 825, 829, 832, 833, 837, 840, 845, 855, 859; also see: Performance Tasks (Common Core Assessment Workshop): Analyze Theme, 216, 436, 784, 1040, 1258, Analyze Central Idea, 216, 620, Analyze the Order and Development of Ideas, 620</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 4</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>RL.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.</p>	<p>SE/TE: Common Core Literary Analysis Workshop: Analyzing Characters in a Short Story, 226, Close Read: Character Development and Story Structure, 228–237, Analyzing Complex Characters, 794–795, Close Read: Character Development, Conflict, and Theme, 796–807; Characterization, direct/indirect, short story, 239, 244, 245, 248, 251, 253, 258, 260, 262, 264, 265; Performance Tasks (Common Core Assessment Workshop): Analyze the Development of a Complex Character, 436, Analyze Character Development, 1040; Character, 887, 1014, 1017, 1019, 1050, 1051, 1063, 1073, 1087; Protagonist and Antagonist, 811; Tragic Heroes, 985; Comparing Literary Works, 1014; also see: Common Core Literary Analysis Workshop: Determining Themes in Fiction, 6, Close Read: Theme in Fiction, 8–19, Analyzing Theme, 1050–1051, Close Read: Determining Themes Across Cultures, 1052–1061; Plot, 29, 33, 35, 37, 38, 40, 42, 43, 49, 51, 54, 55, 109, 887, 1050, 1052; Theme, 335, 339, 341, 342, 344, 351, 353, 355, 359, 365</p>
	<p>RL.10.4 Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>SE/TE: Figurative language, 630, 708, 715, 722, 723, 726, 729, 880, 1252; Comparing Literary Tone and Mood (use of language), 700, 702, 703, 705, 706, 707; Vocabulary Workshop: Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Idioms, Jargon, and Technical Terms, 1250–1251; Performance Tasks (Common Core Assessment Workshop): Analyze Figurative Language, 784, Analyze Word Choice, 1040; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	RL.10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	SE/TE: Common Core Literary Analysis Workshop: Analyzing Structure in a Short Story, 227, Close Read: Character Development and Story Structure, 228–237; also see: Plot diagram, 29, 887; Plot, 33, 35, 37, 38, 40, 42, 43, 49, 51, 54, 55, 109, 224, 227, 228, 229, 230, 231, 232, 233, 235, 792, 796, 806, 887, 1050, 1052; Archetypal narrative patterns, compare, 1128, 1145; Performance Tasks (Common Core Assessment Workshop): Analyze Archetypal Narrative Patterns, 1258
	RL.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.	SE/TE: Point of View, 306, 309, 310, 312, 313, 315, 316, 317, 318, 320, 322, 323, 324, 325, 326, 327, 444, 448, 449, 458, 1049, 1050, 1052, 1055, 1060; Performance Tasks: Analyze the Point of View From Which a Story Is Told, 437; Universal and Culturally Specific Themes, 868, 877; Universal and Culturally Specific Themes, 868, 877; Common Core Literary Analysis Workshop: Close Read: Determining Themes Across Cultures, 1052–1061; Cultural context, 1063, 1067, 1073, 1077, 1082, 1085, 1087, 1091, 1096, 1097, 1099, 1102, 1104, 1105, 1110, 1113, 1116, 1117; Compare Worldviews, 1153, 1171, 1185
	RL.10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	SE/TE: Speaking and Listening: Group screening of filmed production, 1004; also see: “Julius Caesar” (Critical Viewing), 986, 993, 999; “Arthur Becomes King of Britain,” (Critical Viewing), 1157, 1161, 1165; from “Don Quixote”, (Critical Viewing), 1211, 1213, 1215

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	RL.10.9 Integration of Knowledge and Ideas Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	SE/TE: Speaking and Listening: Oral Interpretation (of poems based on source material), 669; Multimedia Presentation about Stoicism (as reflected in “Julius Caesar”), 1005; also see the poems themselves: “The Bridegroom”, 642–648; “A Tree Telling of Orpheus”, 659–663
	RL.10.10 Range of Reading and Level of Text Complexity By the end of grade 10 , read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range	SE/TE: Comprehending Complex Texts, CC66–CC67; Common Core Independent Reading, 218, 438, 622, 786, 1042, 1260; Preparing to Reading Complex Texts, 219, 439, 623, 787, 884, 1043, 1261
Writing	W.10.3 Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE/TE: Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Narration: Short Story, 328–333; also see: Writing: Sequel, 57
	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: Autobiographical narrative: Telling the Story, 109; Short Story: Using Your Imagination, 329; Plot diagram, 330; Writing, 151, 399

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SE/TE: Autobiographical Narrative: Create character and setting cards, 108; Use Dialogue, 110; Short Story: Gather details about characters, 328; Using Your Imagination, 329; Plot diagram, 330; Dialogue, 330; Writing, 57, 151, 399, 1219
	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SE/TE: Autobiographical Narrative: Telling the Story, 109; Short Story: Plot Diagram, 330; Writing, 1089
	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SE/TE: Autobiographical Narrative: Create character and setting cards, 108; Narrative, Short Story: Revise to use active voice, 330; Add sensory details, 330; Writing, 57, 509, 1219
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: Writing Workshop: Autobiographical Narrative, 108–113; Short Story, 328–333; Writing, 151

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 4</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>W.10.4 Production and Distribution of Writing 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.)</p>	<p>SE/TE: Common Core Workshop: Composing an Argument, CC76–CC77; Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Exposition: Cause-and-Effect Essay (Write an Explanatory Text), 200–207, Narration: Short Story, 328–333, Exposition: Problem-and-Solution Essay (Write an Argumentative Text), 420–427, Persuasion: Letter to the Editor (Write an Argumentative Text), 532–537, Argument: Persuasive Essay (Write an Argument), 604–611, Explanatory Text: Descriptive Essay (Write an Explanatory Essay), 708–713, Explanatory Text: Analytical Response to Literature (Write an Explanatory Essay), 768–775, Reflective Essay (Write a Narrative), 878–883, Research Report (Write an Informative Text), 1020–1031, Technical Document (Write an Explanatory Text), 1146–1151, Exposition: Comparison-and-Contrast Essay (Write an Informative Text), 1242–1249; also see: Timed Writing (informative / explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241; Performance Tasks (Common Core Assessment Workshop): Writing, 216, 436, 620, 784, 1040, 1258</p>
	<p>W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>	<p>SE/TE: Prewriting, 108, 201, 328, 421, 532, 605, 708, 769, 878, 1021-1022, 1146, 1243; Drafting, 110, 202, 330, 422, 534, 606, 710, 770, 880, 1023, 1148, 1244; Revising, Revising, 110, 204, 330, 424, 534, 608, 710, 772, 880, 1025, 1148, 1246; Editing/proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>W.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</p>	<p>SE/TE: Communications Workshop: Delivering a Multimedia Presentation, 1034–1035; also see: Writing Workshop: Publishing and Sharing, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Research and Technology, 1005, 1219; Visual arts presentation, 749; Creating an Effective Podcast, R47</p>
	<p>W.10.7 Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: Writing Workshop: Research Report (Write an Informative Text), 1020–1031; Research and Technology: Report on Sources, 267, Research Summary, 399, Literary History Report, 731, Women’s History Report, 1005, Biographical Brochure, 1219; Citing Sources and Preparing Manuscript, R36–R37; also see: Reading for Information: web site, primary source, 182–187, primary source, newspaper editorial, 402–407, research source, course catalog, 578–583</p>
	<p>W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>SE/TE: Writing Workshops: Research Report: review periodicals, 1021, use a variety of primary and secondary sources, 1022; evaluate sources, 1022; document sources, 1022, use and credit sources, 1023, avoiding plagiarism, 1025, works-cited list/ bibliography, 1026; also see: Research and Technology: Report on Sources, 267, Research Summary, 399; Citing Sources and Preparing Manuscript, R36–R37</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	W.10.9a. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE/TE: Writing Workshops: Response to Literature, 768–775; also see: Performance Tasks (Common Core Assessment Workshop): Writing about literature and informational texts, 216, 436, 620, 784, 1040, 1258; Timed Writing (informative/explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241
	<i>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</i>	SE/TE: Writing Workshops: Response to Literature, 768–775; Writing a Critical Essay, 731; Write an Essay, 835; Write a Reflective Essay, 861; Write a Character Analysis, 367; Writing to Compare Literary Works, 107, 199, 327, 419, 531, 603, 707, 767, 877, 1019, 1145, 1241; also see: Performance Tasks (Common Core Assessment Workshop): Writing about literature, 216, 436, 620, 784, 1040, 1258

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 4</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>W.10.10 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SE/TE: Common Core Workshop: Composing an Argument, CC76–CC77; Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Exposition: Cause-and-Effect Essay (Write an Explanatory Text), 200–207, Narration: Short Story, 328–333, Exposition: Problem-and-Solution Essay (Write an Argumentative Text), 420–427, Persuasion: Letter to the Editor (Write an Argumentative Text), 532–537, Argument: Persuasive Essay (Write an Argument), 604–611, Explanatory Text: Descriptive Essay (Write an Explanatory Essay), 708–713, Explanatory Text: Analytical Response to Literature (Write an Explanatory Essay), 768–775, Reflective Essay (Write a Narrative), 878–883, Research Report (Write an Informative Text), 1020–1031, Technical Document (Write an Explanatory Text), 1146–1151, Exposition: Comparison-and-Contrast Essay (Write an Informative Text), 1242–1249; also see: Timed Writing (informative / explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241; Performance Tasks (Common Core Assessment Workshop): Writing, 216, 436, 620, 784, 1040, 1258</p>
<p>Speaking and Listening</p>	<p>SL.10.1 Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Speaking and Listening: Interview, 57, Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Vocabulary Workshop: Comprehension and Collaboration, 209, 429, 613, 777, 1033, 1251; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SE/TE: Speaking and Listening: Interview, 57, Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259</p>
	<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>SE/TE: Peer review, use, 204, 424, 608, 772, 1025, 1246; also see: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691</p>
	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691</p>
	<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Peer review, use, 204, 424, 608, 772, 1025, 1246; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SE/TE: Communications Workshop: Analyzing Media Messages, 210–211, Delivering a Multimedia Presentation, 1034–1035, Comparing Media Coverage, 1252–1253; also see: Research and Technology, 87, 179, 267, 399, 575, 731, 749, 1005, 1187, 1219
	SL.10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE/TE: Communications Workshop: Analyzing Media Messages, 210–211, Viewing and Evaluating a Speech, 430–431, Comprehension and Collaboration, 615, 1035, 1253; also see: Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691
	SL.10.4 Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SE/TE: Communications Workshop: Delivering a Persuasive Speech, 614–615, Delivering an Oral Interpretation of a Literary Work, 778–779, Delivering a Multimedia Presentation, 1034–1035; also see: Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691
	SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and Interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SE/TE: Communications Workshop: Delivering a Multimedia Presentation, 1034–1035; also see: Writing Workshop: Publishing and Sharing, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Research and Technology, 749, 1005; Poster on Hwang, 807; Bulletin board display on Vreeland, 27; Biographical brochure, 1219; Creating an Effective Podcast, R47

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>	<p>SE/TE: Communications Workshop: Delivering a Persuasive Speech, 614–615, Delivering an Oral Interpretation of a Literary Work, 778–779, Delivering a Multimedia Presentation, 1034–1035; also see: Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259; Listening and Speaking activities: Interview, 57, Problem-solving group, 151, Oral reading, 295, Humorous persuasive speech, 485, Recollection, oral, 509, Debate, 555, Interpretation, oral, 669, Discussion, poetry reading, 691, Report, oral, 835, Mock trial, 861, Dramatic reading, 1004, Retelling, 1089, Dialogue, improvised, 1119</p>
<p>Language</p>	<p>L.10.1 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer’s Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R56</p>
	<p>a. Use parallel structure.</p>	<p>SE/TE: Writer’s Toolbox: Revising to Create Parallelism, 609; Grammar, Usage, and Mechanics Handbook: Parallelism, R52</p>
	<p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>SE/TE: Phrases, 748, 834, 881, 1002, R51, Prepositional, 668, 711, 730, 773, 1247, R51; Clauses, 773, 860, 1088, 1118, 1027, 1247, R51; Grammar, 178</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer's Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R54
	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	SE/TE: Conventions: Semicolons, Colons, and Ellipsis Points, 1218; Grammar, Usage, and Mechanics Handbook: Semicolons, R53
	b. Use a colon to introduce a list or quotation.	SE/TE: For related materials see: Conventions: Semicolons, Colons, and Ellipsis Points, 1218; Grammar, Usage, and Mechanics Handbook: Colons, R53
	c. Spell correctly	SE/TE: Spelling: words with double letters, 333, silent vowels, 611, homophones, 713, 1151, endings, 775, citations, 1031
	L.10.3 Knowledge of Language 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.	SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer's Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R54
	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	SE/TE: Writing Workshop: Documenting Sources, 1022, 1023, 1025, 1026, 1031; Research and Technology: Identify your sources, 606; Grammar, 1186; Citing Sources and Preparing Manuscript, R36–R37; 21 st Century Skills, R42–R47

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>L.10.4 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Word Origins, 428–429, Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Borrowed and Foreign Words, 1032–1033, Idioms, Jargon, and Technical Terms, 1250–1251; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217</p>
	<p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>SE/TE: Building Academic Vocabulary (Words in Context), CC58–CC63; Vocabulary Workshop: Words with Multiple Meanings (context clues), 612–613; also see: Common Core Assessment Workshop: Writing and Language Conventions, 215, 435, 619, 783, 1039, 1257</p>
	<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<p>SE/TE: Building Academic Vocabulary (related words), CC58–CC63; also see: Roots, 30, 43, 44, 55, 116, 135, 136, 149, 462, 471, 472, 483, 540, 545, 546, 553, 674, 681, 682, 689, 812, 833, 838, 859, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087; Word Study, 240, 254</p>
	<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>SE/TE: Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209; also see: Dictionary, use, 295, 731, 835; Biographical dictionary, use, 1219</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE/TE: Building Academic Vocabulary (Words in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Words with Multiple Meanings (context clues), 612–613; also see: Dictionary, use, 295, 731, 835; Biographical dictionary, use, 1219
	L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: Building Academic Vocabulary (related words), CC58–CC63; Vocabulary Workshop: Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Idioms, Jargon, and Technical Terms, 1250–1251; Figurative language, 630, 708, 715, 722, 723, 726, 729, 880, 1252; Comparing Literary Tone and Mood (use of language), 700, 702, 703, 705, 706, 707; Performance Tasks (Common Core Assessment Workshop): Analyze Figurative Language, 784, Analyze Word Choice, 1040; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217
	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	SE/TE: Comparing Literary Works, 188; Figures of speech, 447, 715; Reading Skill, 733; Vocabulary: Practice, 741, 747
	b. Analyze nuances in the meaning of words with similar denotations.	SE/TE: Vocabulary Workshop: Connotation and Denotation, 776–777

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 4	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>L.10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension</p>	<p>SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Word Origins, 428–429, Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Borrowed and Foreign Words, 1032–1033, Idioms, Jargon, and Technical Terms, 1250–1251; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 5</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
<p>Reading: Literature</p>	<p>RL.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.</p>	<p>SE/TE: Inferences, make, 239, 244, 250, 253, 259, 262, 265, 269, 273, 277, 280, 281, 286, 291, 293; Conclusions, draw, 335, 342, 343, 347, 348, 352, 355, 361, 365, 369, 373, 374, 377, 381, 386, 390, 394, 397, 1153, 1171, 1185; also see: After You Read: Key Ideas and Details, 27, 42, 54, 74, 84, 103, 106, 237, 252, 264, 280, 292, 313, 326, 354, 364, 380, 396, 413, 418, 637, 654, 666, 680, 688, 703, 706, 722, 728, 740, 746, 763, 766, 807, 832, 858, 876, 912, 936, 962, 982, 1000, 1018, 1061, 1072, 1086, 1104, 1116, 1137, 1144, 1170, 1184, 1204, 1216, 1232, 1240</p>
	<p>RL.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.</p>	<p>SE/TE: Common Core Literary Analysis Workshop: Determining Themes in Fiction, 6, Close Read: Theme in Fiction, 8–19, Analyzing Theme, 1050–1051, Close Read: Determining Themes Across Cultures, 1052–1061; Theme, 335, 339, 341, 342, 344, 351, 353, 355, 359, 365; Comparing Literary Works: Theme, 758, 762, 763, 764, 767; Universal and Culturally Specific Themes, 868, 877; Comparing Themes and Worldviews, 1228, 1230, 1232, 1234, 1236, 1237, 1239, 1240, 1241; Summarize, 811, 816, 818, 820, 822, 825, 829, 832, 833, 837, 840, 845, 855, 859; also see: Performance Tasks (Common Core Assessment Workshop): Analyze Theme, 216, 436, 784, 1040, 1258, Analyze Central Idea, 216, 620, Analyze the Order and Development of Ideas, 620</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 5</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>RL.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.</p>	<p>SE/TE: Common Core Literary Analysis Workshop: Analyzing Characters in a Short Story, 226, Close Read: Character Development and Story Structure, 228–237, Analyzing Complex Characters, 794–795, Close Read: Character Development, Conflict, and Theme, 796–807; Characterization, direct/indirect, short story, 239, 244, 245, 248, 251, 253, 258, 260, 262, 264, 265; Performance Tasks (Common Core Assessment Workshop): Analyze the Development of a Complex Character, 436, Analyze Character Development, 1040; Character, 887, 1014, 1017, 1019, 1050, 1051, 1063, 1073, 1087; Protagonist and Antagonist, 811; Tragic Heroes, 985; Comparing Literary Works, 1014; also see: Common Core Literary Analysis Workshop: Determining Themes in Fiction, 6, Close Read: Theme in Fiction, 8–19, Analyzing Theme, 1050–1051, Close Read: Determining Themes Across Cultures, 1052–1061; Plot, 29, 33, 35, 37, 38, 40, 42, 43, 49, 51, 54, 55, 109, 887, 1050, 1052; Theme, 335, 339, 341, 342, 344, 351, 353, 355, 359, 365</p>
	<p>RL.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).</p>	<p>SE/TE: Figurative language, 630, 708, 715, 722, 723, 726, 729, 880, 1252; Comparing Literary Tone and Mood (use of language), 700, 702, 703, 705, 706, 707; Vocabulary Workshop: Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Idioms, Jargon, and Technical Terms, 1250–1251; Performance Tasks (Common Core Assessment Workshop): Analyze Figurative Language, 784, Analyze Word Choice, 1040; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	RL.10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	SE/TE: Common Core Literary Analysis Workshop: Analyzing Structure in a Short Story, 227, Close Read: Character Development and Story Structure, 228–237; also see: Plot diagram, 29, 887; Plot, 33, 35, 37, 38, 40, 42, 43, 49, 51, 54, 55, 109, 224, 227, 228, 229, 230, 231, 232, 233, 235, 792, 796, 806, 887, 1050, 1052; Archetypal narrative patterns, compare, 1128, 1145; Performance Tasks (Common Core Assessment Workshop): Analyze Archetypal Narrative Patterns, 1258
	RL.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.	SE/TE: Point of View, 306, 309, 310, 312, 313, 315, 316, 317, 318, 320, 322, 323, 324, 325, 326, 327, 444, 448, 449, 458, 1049, 1050, 1052, 1055, 1060; Performance Tasks: Analyze the Point of View From Which a Story Is Told, 437; Universal and Culturally Specific Themes, 868, 877; Universal and Culturally Specific Themes, 868, 877; Common Core Literary Analysis Workshop: Close Read: Determining Themes Across Cultures, 1052–1061; Cultural context, 1063, 1067, 1073, 1077, 1082, 1085, 1087, 1091, 1096, 1097, 1099, 1102, 1104, 1105, 1110, 1113, 1116, 1117; Compare Worldviews, 1153, 1171, 1185
	RL.10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	SE/TE: Speaking and Listening: Oral Interpretation (of poems based on source material), 669; Multimedia Presentation about Stoicism (as reflected in “Julius Caesar”), 1005; also see the poems themselves: “The Bridegroom”, 642–648; “A Tree Telling of Orpheus”, 659–663

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>RL.10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE/TE: Comprehending Complex Texts, CC66–CC67; Common Core Independent Reading, 218, 438, 622, 786, 1042, 1260; Preparing to Reading Complex Texts, 219, 439, 623, 787, 884, 1043, 1261</p>
<p>Reading: Informational Text</p>	<p>RI. 10.1 Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Common Core Workshop: Comprehending Complex Texts (nonfiction models), CC66–CC71; Main idea, 461, 466, 470, 471, 477, 479, 483, 487, 492, 494, 497, 502, 504, 507; Reading Informational Materials, 90–95, 182–187, 298–305, 402–407, 512–517, 578–583, 694–699, 752–757, 864–867, 1008–1013, 1008–1013, 1122–1127, 1222–1227; Critical Thinking: Analyze, 470, 482, 496, 530, 552, 572, 594, Infer, 496, 524, 530, 564; Comparing Literary Works: Author’s Purpose, 584, 587, 588, 589, 590, 593, 594, 597, 598, 600, 601</p>
	<p>RI. 10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>SE/TE: Common Core Literary Analysis Workshop: Determining Central Ideas in Nonfiction, 7, Close Read: Central Idea in Nonfiction, 20–27, Analyzing the Development of Ideas, 446–447, Close Read: Development of Ideas, 448–459; Critical Thinking: Summarize, 74, 103, 176; Reading for Information: paraphrase to connect ideas, 402–407, 864–867; Summarizing and Analyzing Main idea and Details, 461, 466, 470, 471, 477, 479, 483; Ask Questions to Analyze Main idea and Details, 487, 492, 494, 497, 502, 504, 507</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 5</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>RI. 10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>SE/TE: Thesis statement, 20, 153, 165, 177; Expository Essay, 461, 465, 469, 471, 480; Reflective Essay, 487, 492, 496, 497, 502, 503, 505, 507; Analyzing Persuasive Techniques, 539, 545, 552, 553; Analytic and Persuasive Essays, 557, 561, 565, 569, 573; Comparing Literary Works: Author’s Purpose, 584, 587, 588, 589, 590, 593, 594, 597, 598, 600, 601; Reading for Information: Analyze Text Structures, 578–583; analyze, structure, format, and features, 694–699; analyze features, format and structure of text, 1008–1013; also see: Common Core Workshop: Analyzing Arguments, CC72–CC73, The Art of Argument: Rhetorical Devices and Persuasive Techniques, CC74–CC75; Performance Tasks (Common Core Assessment Workshop): Determine an Author’s Point of View and Analyze Use of Rhetoric, 620</p>
	<p>RI.10.4 Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Comparing Literary Works: Style (diction, word choice, syntax), 96, 107; Common Core Literary Analysis Workshop: Essays and Speeches (rhetorical devices, figurative language, word choice), 447, 448, 449, 450, 452, 453, 454, 456, 457; Vocabulary (for nonfiction selections), 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573; Reading for Information: follow and critique technical directions (sequence), 512–517; Vocabulary Workshop: Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Idioms, Jargon, and Technical Terms, 1250–1251</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	RI.10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	SE/TE: Common Core Workshop: Comprehending Complex Texts (nonfiction models), CC66–CC71; Common Core Literary Analysis Workshop: Determining Central Ideas in Nonfiction, 7, Close Read: Central Idea in Nonfiction, 20–27, Analyzing the Development of Ideas, 446–447, Close Read: Development of Ideas, 448–459; Analyzing Persuasive Techniques, 539, 545, 552, 553; Analytic and Persuasive Essays, 557, 561, 565, 569, 573; Reading for Information: Analyze Text Structures, 578–583; also see: Reading for Information: paraphrase to connect ideas, 402–407, 864–867; Summarizing and Analyzing Main idea and Details, 461, 466, 470, 471, 477, 479, 483; Ask Questions to Analyze Main idea and Details, 487, 492, 494, 497, 502, 504, 507
	RI.10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	SE/TE: Communications Workshop: Comparing Media Coverage, 1252–1253; also see: “What Makes a Degas a Degas?”, 567–573 (see the paintings on pages 568, 571, 572)
	RI.10.9 Integration of Knowledge and Ideas Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	SE/TE: Common Core Workshop (Comprehending Complex Texts): from Theodore Roosevelt’s Inaugural Address, CC67–CC68; from “Atoms for Peace” by Dwight D. Eisenhower, CC69; from “Address to Students at Moscow State University”, 449–451; also, to further address the standard, have students read Theodore H. White’s essay “The American Idea” on pages 560–564 and use it to help them analyze two seminal U.S. documents of historical and literary significance, both of which are widely available on line and in print publications, the Declaration of Independence (to which White’s essay refers) and Thomas Paine’s essay from The American Crisis, Number 1

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	RI.10.10 Range of Reading and Level of Text Complexity By the end of grade 10 , read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE: Comprehending Complex Texts, CC66–CC67; Common Core Independent Reading, 218, 438, 622, 786, 1042, 1260; Preparing to Reading Complex Texts, 219, 439, 623, 787, 884, 1043, 1261
Writing	W.10.1 Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE/TE: Common Core Workshop: Composing an Argument, CC76–CC77; Writing Workshop: Exposition: Problem-and-Solution Essay (Write an Argumentative Text), 420–427, Persuasion: Letter to the Editor (Write an Argumentative Text), 532–537, Argument: Persuasive Essay (Write an Argument), 604–611; Writing: Book Review, 295, Critique, 575, Critical essay, 731, Editorial, 1003; also see: Communications Workshop: Delivering a Persuasive Speech, 616; Performance Tasks (Common Core Assessment Workshop): Evaluate an Argument, 620
	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: Common Core Workshop: Composing an Argument (introduce claim), CC76; Problem-and-Solution Essay: Narrow topic, 421; Letter to the Editor: Issues, list/look at both sides, 532, 605; Persuasive Essay: Arguments, list, 605; Counterarguments, identify, 605; Pro-and-con chart, use, 605; Arguments, evaluate/emphasize strongest, 606; Arguments, test support, 608; Writing: Editorial, 1003

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	SE/TE: Common Core Workshop: Composing an Argument (develop claim), CC76; Problem-and-Solution Essay: Address your audience, 422; Letter to the Editor: Issues, list/look at both sides, 532, 605; Persuasive Essay: Arguments, list, 605; Counterarguments, identify, 605; Pro-and-con chart, use, 605; Arguments, evaluate/emphasize strongest, 606; Arguments, test support, 608; Writing: Editorial, 1003
	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE/TE: Problem-and-Solution Essay: Use transitions, 422; Letter to the Editor: Word choice, consider, 533; Parallelism, use, 534; Rhetorical devices, use, 534; Persuasive Essay: Comparatives/superlatives, use, 608; Writing: Editorial, 1003
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TE: Problem-and-Solution Essay: informal and formal language, 422; Letter to the Editor: Finding your voice, 533; Persuasive Essay: Offer evidence, 606
	e. Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: Common Core Workshop: Composing an Argument (concluding statement), CC76; Problem-and-Solution Essay: Outline, 422, Model of conclusion, 426; Letter to the Editor: Model of conclusion, 536; Persuasive Essay: Model of conclusion, 610; Writing: Editorial, 1003
	W.10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE/TE: Writing Workshop: Autobiographical Narrative (Write a Narrative), 108–113, Narration: Short Story, 328–333; also see: Writing: Sequel, 57

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view , and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: Autobiographical narrative: Telling the Story, 109; Short Story: Using Your Imagination, 329; Plot diagram, 330; Writing, 151, 399
	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines , to develop experiences, events, and/or characters.	SE/TE: Autobiographical Narrative: Create character and setting cards, 108; Use Dialogue, 110; Short Story: Gather details about characters, 328; Using Your Imagination, 329; Plot diagram, 330; Dialogue, 330; Writing, 57, 151, 399, 1219
	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SE/TE: Autobiographical Narrative: Telling the Story, 109; Short Story: Plot Diagram, 330; Writing, 1089
	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SE/TE: Autobiographical Narrative: Create character and setting cards, 108; Narrative, Short Story: Revise to use active voice, 330; Add sensory details, 330; Writing, 57, 509, 1219
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: Writing Workshop: Autobiographical Narrative, 108–113; Short Story, 328–333; Writing, 151

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

<p align="center">Model Curriculum Grade 10 English Language Arts UNIT 5</p>	<p align="center">Common Core State Standards for English Language Arts Grade 10</p>	<p align="center">Prentice Hall Literature, ©2012 Grade 10</p>
	<p>W.10.7 Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: Writing Workshop: Research Report (Write an Informative Text), 1020–1031; Research and Technology: Report on Sources, 267, Research Summary, 399, Literary History Report, 731, Women’s History Report, 1005, Biographical Brochure, 1219; Citing Sources and Preparing Manuscript, R36–R37; also see: Reading for Information: web site, primary source, 182–187, primary source, newspaper editorial, 402–407, research source, course catalog, 578–583</p>
	<p>W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>SE/TE: Writing Workshops: Research Report: review periodicals, 1021, use a variety of primary and secondary sources, 1022; evaluate sources, 1022; document sources, 1022, use and credit sources, 1023, avoiding plagiarism, 1025, works-cited list/ bibliography, 1026; also see: Research and Technology: Report on Sources, 267, Research Summary, 399; Citing Sources and Preparing Manuscript, R36–R37</p>
	<p>W.10.9a.b. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: Writing Workshops: Response to Literature, 768–775; also see: Performance Tasks (Common Core Assessment Workshop): Writing about literature and informational texts, 216, 436, 620, 784, 1040, 1258; Timed Writing (informative/explanatory writing), 95, 107, 187, 199, 305, 327, 407, 419, 517, 531, 583, 603, 699, 707, 757, 767, 867, 877, 1013, 1019, 1127, 1145, 1227, 1241</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p>SE/TE: Writing Workshops: Response to Literature, 768–775; Writing a Critical Essay, 731; Write an Essay, 835; Write a Reflective Essay, 861; Write a Character Analysis, 367; Writing to Compare Literary Works, 107, 199, 327, 419, 531, 603, 707, 767, 877, 1019, 1145, 1241; also see: Performance Tasks (Common Core Assessment Workshop): Writing about literature, 216, 436, 620, 784, 1040, 1258</p>
	<p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>SE/TE: Writing Workshops: Response to Literature, 768–775; also see: Writing, 575; Timed Writing, 583, 1227; Research and Technology: Multimedia Presentation, 1005; Writing to Compare Literary Works, 531, 603; Performance Tasks (Common Core Assessment Workshop): Writing about informational texts, 216, 436, 620, 784, 1040, 1258</p>
<p>Speaking and Listening</p>	<p>SL.10.1a.b.c. Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Speaking and Listening: Interview, 57, Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Vocabulary Workshop: Comprehension and Collaboration, 209, 429, 613, 777, 1033, 1251; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SE/TE: Speaking and Listening: Interview, 57, Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691; Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259</p>
	<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views, clear goals and deadlines, and individual roles as needed.</p>	<p>SE/TE: Peer review, use, 204, 424, 608, 772, 1025, 1246; also see: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691</p>
	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>SE/TE: Exploring the Big Question: Collaboration (Discussion), 2, 222, 442, 626, 790, 1046; Communications Workshop: Comprehension and Collaboration, 211, 431, 615, 779, 1035, 1253; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691</p>
	<p>SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>SE/TE: Communications Workshop: Analyzing Media Messages, 210–211, Delivering a Multimedia Presentation, 1034–1035, Comparing Media Coverage, 1252–1253; also see: Research and Technology, 87, 179, 267, 399, 575, 731, 749, 1005, 1187, 1219</p>

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	SL.10.4 Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SE/TE: Communications Workshop: Delivering a Persuasive Speech, 614–615, Delivering an Oral Interpretation of a Literary Work, 778–779, Delivering a Multimedia Presentation, 1034–1035; also see: Performance Tasks (Common Core Assessment Workshop): Speaking and Listening, 217, 437, 621, 785, 1041, 1259; Speaking and Listening: Problem-solving group, 151, Group Discussion, 367, Debate, 555, Discussion, poetry reading, 691
	SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and Interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SE/TE: Communications Workshop: Delivering a Multimedia Presentation, 1034–1035; also see: Writing Workshop: Publishing and Sharing, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Research and Technology, 749, 1005; Poster on Hwang, 807; Bulletin board display on Vreeland, 27; Biographical brochure, 1219; Creating an Effective Podcast, R47
Language	L.10.1 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer’s Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R56
	a. Use parallel structure.	SE/TE: Writer’s Toolbox: Revising to Create Parallelism, 609; Grammar, Usage, and Mechanics Handbook: Parallelism, R52

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	SE/TE: Phrases, 748, 834, 881, 1002, R51, Prepositional, 668, 711, 730, 773, 1247, R51; Clauses, 773, 860, 1088, 1118, 1027, 1247, R51; Grammar, 178
	L.10.2c. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: Editing and Proofreading, 113, 207, 333, 427, 537, 611, 713, 775, 883, 1031, 1151, 1249; Writer's Toolbox: Conventions, 111, 331, 425, 773; also see: Conventions, 56, 86, 150, 178, 266, 294, 366, 398, 484, 508, 554, 574, 668, 690, 730, 748, 834, 860, 1002, 1088, 1118, 1186, 1218; Grammar, Usage, and Mechanics Handbook, R50–R54
	c. Spell correctly	SE/TE: Spelling: words with double letters, 333, silent vowels, 611, homophones, 713, 1151, endings, 775, citations, 1031
	L.10.4a.b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Word Origins, 428–429, Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Borrowed and Foreign Words, 1032–1033, Idioms, Jargon, and Technical Terms, 1250–1251; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217

**A Correlation of Prentice Hall Literature Common Core Edition Grade 10, ©2012
to the New Jersey Model Curriculum**

Model Curriculum Grade 10 English Language Arts UNIT 5	Common Core State Standards for English Language Arts Grade 10	Prentice Hall Literature, ©2012 Grade 10
	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	SE/TE: Building Academic Vocabulary (Words in Context), CC58–CC63; Vocabulary Workshop: Words with Multiple Meanings (context clues), 612–613; also see: Common Core Assessment Workshop: Writing and Language Conventions, 215, 435, 619, 783, 1039, 1257
	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	SE/TE: Building Academic Vocabulary (related words), CC58–CC63; also see: Roots, 30, 43, 44, 55, 116, 135, 136, 149, 462, 471, 472, 483, 540, 545, 546, 553, 674, 681, 682, 689, 812, 833, 838, 859, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087; Word Study, 240, 254
	L.10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension	SE/TE: Building Academic Vocabulary (Word in Context), CC58–CC63; Vocabulary Workshop: Using a Dictionary and Thesaurus, 208–209, Word Origins, 428–429, Words with Multiple Meanings, 612–613, Connotation and Denotation, 776–777, Borrowed and Foreign Words, 1032–1033, Idioms, Jargon, and Technical Terms, 1250–1251; also see: Vocabulary Development, 30, 43, 44, 55, 60, 75, 76, 85, 116, 135, 136, 149, 154, 165, 166, 177, 240, 253, 254, 265, 282, 293, 336, 355, 356, 365, 382, 397, 462, 471, 472, 483, 488, 497, 498, 507, 540, 545, 546, 553, 558, 565, 566, 573, 640, 655, 656, 667, 674, 681, 682, 689, 724, 729, 742, 747, 812, 833, 838, 859, 888, 913, 914, 937, 938, 963, 964, 983, 984, 1001, 1064, 1073, 1074, 1087, 1154, 1171, 1190, 1205, 1206, 1217