

Mississippi English II Student Review Guide Common Core Standards Supplement

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College and Career Readiness Standards

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Preface

What is in this supplement?

This English II Common Core Supplement covers Common Core State Standards (also called College and Career Ready Standards) for English Language Arts (ELA) in the areas of *Language*, *Reading: Literature*, and *Reading: Informational Text*. (*Writing*, *Speaking and Listening*, as well as *Literacy in History/Social Studies*, *Science*, and *Technical Subjects*, are not included in these review materials.)

Why a supplement and not a completely new book?

Many of the Common Core State Standards for English II are covered in the *SATP2 English II Student Review Guide*. The Language and Reading Common Core standards not sufficiently covered in the SATP2 English II Student Review Guide are covered in this English II Common Core Supplement. The lessons in this book are meant to be used to supplement the foundational material that can be found in the *SATP2 English II Student Review Guide*.

How are the lessons organized?

The lessons in this supplement are organized largely in the same order as the Common Core State Standards. As a result, these lessons are not necessarily in the order they need to be taught in the classroom. Teachers should use their discretion in deciding when and how to incorporate these supplemental lessons into classroom instruction.

Lessons are divided into two main categories: Language Supplements and Reading Supplements. The Language Supplement lessons cover the Common Core State Standards for *Language*. The Reading Supplement lessons cover the Common Core State Standards for *Reading: Literature* and *Reading: Informational Text*.

Language Supplement lessons:

For the Common Core State Standards in Language, several lessons were often needed to cover a single standard. In these cases, sub-lessons are included. For example, Lessons 1.1, 1.2, 1.3, and 1.4 cover Common Core State Standard L10.1B.

Reading Supplement lessons:

For the Common Core State Standards in Reading, separate standards are given for *Literature* and *Informational Text*. However, the standards for *Reading: Literature* and *Reading: Informational Text* largely overlap one another. The skills needed for the literature standards are often identical to the skills needed for informational text standards. As a result, all the reading lessons are placed together. Some of the lessons are specific to either literature or informational text, but others address both. For example, Lesson 11 covers skills specific to the Common Core State Standard RL10.1 (literature), and Lesson 13 covers skills specific to RI10.1 (informational). Lesson 12, however, covers skills that overlap between both RL10.1 (literature) and RI10.1 (informational).

Many of the Common Core State Standards in Reading are best taught and assessed together. For this reason, two or more standards are included together in the some lessons. For example, Lesson 16 combines skills needed for both Common Core State Standards RI10.3 and RI10.5.

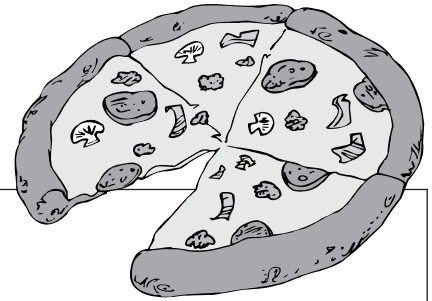
How are PARCC assessments addressed?

PARCC (Partnership for Assessment of Readiness for College and Careers) is the consortium that is being used in Mississippi to assess Common Core State Standards. The emphasis in these lessons is to prepare students for the multiple-choice portion of the PARCC end of year (EOY) assessment.

Mixed practices are given in addition to the lessons to help students practice answering the types of multiple-choice questions they may see on the PARCC EOY assessment. These mixed practices can be found at the end of this book immediately after the Reading Supplement lessons.

Language Supplement

Lesson 1.4 Absolute Phrases



Key Term

- **Absolute phrase** – a noun or pronoun plus a participle or participial phrase

An **absolute phrase** is made up of a noun or a pronoun and a participle or participial phrase. It will modify the entire sentence and add information. It is set off by commas.

Example 1: The project finally completed, the students ordered pizza to celebrate.

The underlined phrase does not modify the noun *students*. Instead, the phrase modifies the idea of the students' ordering pizza to celebrate.

Example 2: The fishermen pulled the fish from the live well, the limit having been caught.

The absolute phrase again does not modify the noun before it, *live well*, but the whole sentence of the fishermen pulling the fish from the live well.

Now look at another sentence that may look similar.

Excited about the win, the players lifted the coach and carried him to the locker room.

In this sentence, the underlined phrase **does** modify a single word *players* so the phrase is a participial phrase, not an absolute one. Remember that an absolute phrase modifies the entire sentence.

Practice

In the blank, put an *A* if the sentence contains an absolute phrase. Leave it blank if it doesn't.

- _____ 1. Read by all her friends, the book was coming apart.
- _____ 2. The case solved, the FBI team flew home.
- _____ 3. The wedding dress finally finished, the seamstress took a vacation.
- _____ 4. Studying all weekend for the exam, Alicia was determined to do well.
- _____ 5. We basked in the sun on the beach, the sound of the waves lulling us to relax.
- _____ 6. Knocking softly on the door, her mother stood in the hall.
- _____ 7. Their victory assured, the fans stayed on their feet yelling and clapping.
- _____ 8. She led the fitness class's routines for thirty minutes, sweat running down her face.

Language Supplement

Lesson 7.1

Context as Clues



Key Terms

- **Context clues** – words or phrases in a sentence that help a reader to understand an unknown word
- **Synonym** – a word that has similar meaning to another word; example: *happy* and *joyful* are synonyms
- **Antonym** – a word that has the opposite meaning to another word; example: *happy* and *sad* are antonyms
- **Inference** – a reasonable guess based on clues

Sentences often contain **context clues**, which are hints that define or illustrate the meaning of a difficult word. There are six types of context clues: definitions/descriptions, examples, synonyms/antonyms, causes and effects, inferences, and comparisons/contrasts. Each type is described below.

Definition/Description

A **definition** is a clear statement that gives the meaning of a word or word group using only the most important information about that word. Signal words that will help you recognize a definition are the *to be* verbs, *is* and *are*, and the word *or*. Also look for a definition in an **appositive**, a noun or noun phrase that follows another noun and renames it.

Example 1: An **heirloom** is a piece of property handed down from one generation to another.

In this example, the word *heirloom* is defined in the sentence. “*Is*” connects the unfamiliar word with its definition; *heirloom* is a noun that means *a piece of property handed down from one generation to another*.

Example 2: They planned to have the concert in the **amphitheater**, an open space with rising tiers of seats surrounding it.

This example is similar to Example 1, but in this case, the definition comes as an appositive right after the word *amphitheater*. The appositive, *an open space with rising tiers of seats surrounding it*, renames *amphitheater* and tells the reader what the word means.

A sentence can also describe a word so that the reader better understands what the word means. The description may not be as clear and complete as a definition, but it can still be very helpful to the reader. A description is often a mental or visual image. Signal words may be sensory words that tell color, shape, smell, sound, and so on.

Example 3: The **dialect** for *you* used by Southerners is *y’all*, but Northerners use *you guys*.

This sentence describes the dialect used by Southerners, but what does the word mean? The rest of the sentence gives examples of the same word in two different dialects. The reader has enough clues to figure out that *dialect* means *different ways of talking in different regions* even though the sentence does not tell specifically what a *dialect* is.

Reading Supplement

Lesson 12

Context Clues in a Passage



When you encounter an unfamiliar word in your reading, the best clues to the meaning of the word may not appear in the same sentence as the word. Often, the sentences before and/or after a difficult word will give you clues to what the word means. Here are some steps that might help you determine the meaning of an unfamiliar word.

1. Determine the main message of the passage.
2. Consider the general mood or tone of the passage. Is it happy, sad, serious, funny, matter-of-fact, persuasive, etc?
3. Reread the sentence that contains the difficult word. If you don't see enough context clues in that sentence, reread the sentences before it and after it.
4. Decide what you think the word meaning may be and then imagine your meaning replacing the word in the passage. Does it fit in the passage?

Example 1:

from *Jane Eyre*
by Charlotte Brontë, 1847

The only marked event of the afternoon was, that I saw the girl with whom I had conversed in the verandah dismissed in disgrace by Miss Scatcherd from a history class, and sent to stand in the middle of the large schoolroom. The punishment seemed to me in a high degree ignominious, especially for so great a girl — she looked thirteen or upwards. I expected she would show signs of great distress and shame; but to my surprise she neither wept nor blushed: composed, though grave, she stood, the central mark of all eyes. . .

What does the word *ignominious* mean in the above excerpt?

- A. humorous
- B. appropriate
- C. humiliating
- D. isolating

In this example, the meaning of *ignominious* can be found by understanding the context clues that are given in other sentences in the paragraph. Consider what this paragraph is saying by rewriting the main points in your own words:

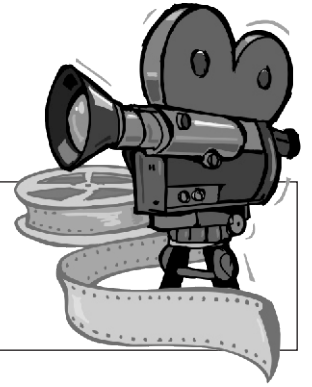
The girl was dismissed in disgrace. She was sent to stand in the middle of the large school room. The narrator expected her to show signs of distress and shame. Surprisingly, she did not, but she did look grave as everyone looked at her.

Her punishment is described as ignominious. From these context clues, you should be able to see that *ignominious* means *humiliating*, so C is the correct answer. Nothing in the paragraph indicates that the punishment was humorous or appropriate. And since the punishment was public, it could not be considered isolating.

Reading Supplement

Lesson 21

Analyzing Various Mediums



Key Term

- **Medium** – a form of communication that can include textual, auditory, and visual information

Different writers are often inspired by the same subject or event. Obviously, their written representations of the event will differ based on the authors' individual opinions and impressions. Artists who work in other mediums may also represent the same event in completely different ways. A **medium** is a form of communication. A subject or event can be chronicled by many different mediums including art, music, film, and radio, among others. Let's look at an example of how a singular subject or event is represented in two different mediums.

Example: Read the following paragraph.

from *An Interesting Account of the Voyages and Travels of Captains Lewis and Clarke, in the Years 1804-5, & 6*
by William Fisher, 1813

To travel among the Indians, is but too often thought the road that inevitably leads the unfortunate adventurer to an untimely death. The barbarity of the Indians in war is proverbial; but in time of peace, hospitality and humanity are traits justly due to their character. It is a judicious saying of an eminent traveller among them, that, "in time of peace no greater friends, in time of war no greater enemies . . ."

Now consider the following etching that was made in the year 1810 that shows Captain Lewis shooting an Indian.



Courtesy: Library of Congress

How are Native Americans (called Indians) represented in the text and in the etching? What is similar in the two mediums? What is different? List some of your ideas below:

Assessment 1

Read the passage from *Arabian Nights* and answer the questions that follow.

from *Arabian Nights*

- 1 Then there came down upon us, from the top of the castle, a huge creature in the likeness of a man, black of color, tall and big of bulk, as he were a great date tree, with eyes like coals of fire and eyeteeth like boar's tusks and a vast big gape like the mouth of a well. Moreover, he had long loose lips like camel's hanging down upon his breast, and ears like two jars falling over his shoulder blades, and the nails of his hands were like the claws of a lion. When we saw this frightful giant, we were like to faint and every moment increased our fear and terror, and we became as dead men for excess of horror and affright. And after trampling upon the earth, he sat awhile on the bench. Then he arose and coming to us, seized me by the arm, choosing me out from among my comrades the merchants. He took me up in his hand and turning me over, felt me as a butcher feeleth a sheep he is about to slaughter, and I but a little mouthful in his hands. But finding me lean and fleshless for stress of toil and trouble and weariness, let me go and took up another, whom in like manner he turned over and felt and let go. Nor did he cease to feel and turn over the rest of us, one after another, till he came to the master of the ship.
- 2 Now he was a sturdy, stout, broad-shouldered wight, fat and in full vigor, so he pleased the giant, who seized him as a butcher seizeth a beast, and throwing him down, set his foot on his neck and brake it, after which he fetched a long spit and thrusting it up his backside, brought it forth of the crown of his head. Then, lighting a fierce fire, he set over it the spit with the rais thereon, and turned it over the coals till the flesh was roasted, when he took the spit off the fire and set it like a kobab stick before him. Then he tare the body, limb from limb, as one jointeth a chicken and, rending the fresh with his nails, fell to eating of it and gnawing the bones, till there was nothing left but some of these, which he threw on one side of the wall. This done, he sat for a while, then he lay down on the stone bench and fell asleep, snarking and snoring like the gurgling of a lamb or a cow with its throat cut, nor did he awake till morning, when he rose and fared forth and went his ways.
- 3 As soon as we were certified that he was gone, we began to talk with one another, weeping and bemoaning ourselves for the risk we ran . . .
- 4 As soon as evening fell the earth trembled under our feet and in came the blackamoor upon us, snarling like a dog about to bite. He came up to us, and feeling us and turning us over one by one, took one of us and did with him as he had done before and ate him, after which he lay down on the bench and snored and snorted like thunder. As soon as we were assured that he slept, we arose and taking two iron spits of those standing there, heated them in the fiercest of the fire till they were red-hot, like burning coals, when we gripped fast hold of them, and going up to the giant as he lay snoring on the bench, thrust them into his eyes and pressed upon them, all of us, with our united might, so that his eyeballs burst and he became stone-blind. Thereupon he cried with a great cry, whereat our hearts trembled, and springing up from the bench, he fell a-groping after us, blindfold. We fled from him right and left and he saw us not, for his sight was altogether blent, but we were in terrible fear of him and made sure we were dead men despairing of escape.

- (A) (B) (C) (D) 8. From paragraph 1, read the following sentence:

“When we saw the frightful giant, we were like to faint and every moment increased our fear and terror, and we became as dead men for excess of horror and affright.”

What grammatical construction is “when we saw the frightful giant”?

- | | |
|---------------------|------------------|
| A. noun clause | C. adverb clause |
| B. adjective clause | D. noun absolute |

Assessment 1

- (A) (B) (C) (D) 13a. What is the meaning of “**wight**” as it is used in paragraph 2?
- A. chicken
B. rock
C. man
D. boat
- (A) (B) (C) (D) 13b. Which of the following sentences from the excerpt justifies the meaning of “**wight**”?
- A. “When we saw this frightful giant, we were like to faint and every moment increased our fear and terror, and we became as dead men for excess of horror and affright.”
B. “Nor did he cease to feel and turn over the rest of us, one after another, till he came to the master of the ship.”
C. “Then he tare the body, limb from limb, as one jointeth a chicken and, rending the fresh with his nails, fell to eating of it and gnawing the bones, till there was nothing left but some of these, which he threw on one side of the wall.”
D. “As soon as we were certified that he was gone, we began to talk with one another, weeping and bemoaning ourselves for the risk we ran.”
- (A) (B) (C) (D) 14. Which of the following devices in *Arabian Nights* create suspense?
- A. the chronological order from one day to the next
B. the flashback that occurs before the last paragraph
C. the parallel plots of the giant and the shipmates
D. the personification of nature as an evil
- (A) (B) (C) (D) 15. From paragraph 4, read the first sentence:
“As soon as evening fell the earth trembled under our feet and in came the blackamoor upon us, snarling like a dog about to bite.”
Which type of figurative language is used?
- A. a metaphor describing the earth moving as a frightened person
B. a metaphor comparing the giant to a dark-skinned person
C. a simile comparing his snarling to a dog
D. a hyperbole exaggerating the giant’s fierceness

Now consider both excerpts from *The Odyssey* and *Arabian Nights* to answer the following questions.

- (A) (B) (C) (D) 16. Which of the following is a theme of both excerpts from *The Odyssey* and *Arabian Nights*?
- A. Desperation will lose against violence.
B. Temptation can lead to destruction.
C. Fear can lead to inaction.
D. Cleverness will win over strength.
- (A) (B) (C) (D) 17. Which of the following actions of the speaker in *The Odyssey* advance the theme identified in the previous question?
- A. He allows his men to be eaten.
B. He poisons the giant’s wine.
C. He stabs the giant in the eye.
D. He escapes while everyone is sleeping.

English II Common Core Correlation Chart

The chart below correlates the English II (10th grade) Common Core State Standards (as specified by the PARCC Model Content Framework) to Enrichment Plus' *SATP2 English II Student Review Guide* (copyright 2008) and *English II Common Core Supplement* (copyright 2014)*. Many of the Common Core State Standards for English II are covered in the *SATP2 English II Student Review Guide*. Any Common Core standards not sufficiently covered in the *SATP2 English II Student Review Guide* is covered in the English II Common Core Supplement.

*The *English II Common Core Supplement* covers Common Core State Standards for English Language Arts (ELA) in the areas of Language, Reading: Literature, and Reading: Informational Text). Writing, Speaking and Listening, as well as Literacy in History/Social Studies, Science, and Technical Subjects, are not including in these review materials.

	Common Core State Standard	SATP2 English II Student Review Guide	English II Common Core Supplement
Language L9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L9-10.1A Use parallel structure.	Sections W/G 7.5, W/G 7.6, W/G 7.7, W/G 8.3	
	L9-10.1B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Sections W/G 2.1, W/G 4.2, W/G 5.4, W/G 6.5, W/G 6.1, W/G 6.2, W/G 6.3, W/G 6.6, W/G 7.1, W/G 7.2, W/G 7.3	Lessons 1.1, 1.2, 1.3, 1.4
Language L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L9-10.2A Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Sections W/G 5.1, W/G 5.4	Lesson 2
	L9-10.2B Use a colon to introduce a list or quotation.		Lesson 3
	L9-10.2C Spell correctly.		Lessons 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8
Language L9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L9-10.3A Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.	Sections W/G 10.2, W/G 10.3, W/G 10.4, W/G 11.1, W/G 11.2, W/G 11.3, W/G 11.4	Lesson 5

English II Common Core Correlation Chart, cont.

	Common Core State Standard	SATP2 English II Student Review Guide	SATP2 English II Common Core Supplement
<p>Language L9-10.4</p> <p>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>L9-10.4A 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>		Lesson 7.1, 7.2
	<p>L9-10.4B 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>		Lessons 6.1, 6.2, 6.3
	<p>L9-10.4C 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>		Lessons 8.1, 8.2
	<p>L9-10.4D 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).</p>		Lessons 8.1
<p>Language L9-10.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L9-10.5A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	Sections V/R 5.5, V/R 7.1, V/R 7.2, V/R 7.3	Lesson 9
	<p>L9-10.5B Analyze nuances in the meaning of words with similar denotations.</p>	Section V/R 5.1	
<p>Language L9-10.6</p>	<p>Language L9-10.6</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		Lessons 10.1, 10.2, 10.3, 10.4

English II Common Core Correlation Chart, cont.

	Common Core State Standard	SATP2 English II Student Review Guide	SATP2 English II Common Core Supplement
Reading: Literature	RL9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Sections V/R 2.1, V/R 3.1, V/R 4.1, V/R 4.2, V/R 4.3, V/R4.4	Lessons 11, 12
	RL9-10.2 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.	Sections V/R 2.1, V/R 2.2, V/R 2.3, V/R 9.2, V/R 9.4	Lesson 14
	RL9-10.3 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.	Sections V/R 5.2, V/R 8.3	Lesson 17
	RL9-10.4 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).	Sections V/R 5.1, V/R 5.3, V/R 5.4, V/R 5.5, V/R 7.1, V/R 7.2, V/R 7.3, V/R 8.1, V/R 8.2	Lesson 12
	RL9-10.5 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.	Sections V/R 9.2, V/R 3.1, V/R 3.2, V/R 3.3, V/R 3.4, V/R 3.5	Lesson 19
	RL9-10.6 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.		Lesson 20
	RL9-10.7 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 Landscape with the Fall of Icarus).	Sections V/R 1.4	Lesson 21
	RL9-10.8 Not applicable to literature.		
	RL9-10.9 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).		Lesson 24
	RL9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	Sections V/R 4.1, 4.2, 4.3, 4.4, 6.6, 7.2, 8.2, 8.3, 9.2, 9.3, 9.4	Lessons 11, 12, 14, 17, 19, 20, 21, 24

English II Common Core Correlation Chart, cont.

	Common Core State Standard	SATP2 English II Student Review Guide	SATP2 English II Common Core Supplement
Reading: Informational Text	RI9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Sections V/R 2.1, V/R 2.3, V/R 3.1, V/R 3.2, V/R 3.5, V/R 4.1, V/R 4.2, V/R 4.3, V/R 4.4	Lessons 11, 13
	RI9-10.2 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.	Sections V/R 2.1, V/R 2.2, V/R 2.3, V/R 2.4, V/R 9.4	Lessons 14, 15
	RI9-10.3 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.	Sections V/R 3.2, V/R 3.3, V/R 3.4, V/R 3.5, V/R 4.1	Lesson 16
	RI9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).	Sections V/R 5.1, V/R 5.2, V/R 5.3, V/R 5.4, V/R 5.5, V/R 7.1-7.3, V/R 8.2	Lesson 18
	RI9-10.5 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).	Section V/R 3.5	Lesson 16
	RI9-10.6 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.	Sections V/R 4.4, V/R 5.4	Lessons 13, 22
	RI9-10.7 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.	Section V/R 1.4	Lesson 21
	RI9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Section V/R 1.1	Lesson 22
	RI9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.		Lesson 23
	RI9-10.10 By the end of grade 9, 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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	Sections V/R 1.3, 1.4, 2.2, 4.1	Lessons 11, 13, 14, 15, 16, 18, 21, 22, 23