



Vista Higher Learning
Get Ready! Grades 9-12 Student Book

correlated to the

**New York State Next Generation English Language Arts Learning Standards
Grades 9–10**

ELA Standard	Descriptor	Citations
9 th –10 th Grade Reading Standards (Literary and Informational Text) 9-10R		
Key Ideas and Details		
9-10R1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)	SB: 47, 54–55, 188, 276–279
9-10R2	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)	SB: 87, 90–91, 123, 162–164, 200–202, 226, 253, 269, 284–295
9-10R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)	SB: 54–55, 126–127, 200–202, 314–317, 352–354
	In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)	SB: 18–19, 26–29, 30–33, 34–37, 38–39, 62–65, 66–69, 70–73, 74–75, 98–101, 102–105, 106–109, 110–111, 134–137, 138–141, 142–145, 146–147, 162–165, 172–175, 176–179, 180–183, 184–185, 210–213, 214–217, 218–221, 222–223, 238–241, 248–251, 252–255, 256–259, 260–261, 276–279, 286–289, 290–293, 294–

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ELA Standard	Descriptor	Citations
		297, 298–299, 324–327, 328–331, 332–335, 336–337, 362–365, 366–369, 370–373, 374–375
Craft and Structure		
9-10R4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)	SB: 18, 26, 28, 31–32, 34–36, 39, 62–64, 67–69, 70–71, 74–75, 98–100, 102–105, 106–108, 110, 134–135, 138–141, 142, 144–145, 146–147, 162–163, 173–174, 176–178, 180–182, 184–185, 200–203, 211–212, 214–216, 218–219, 235, 239–240, 249–250, 252–253, 256–258, 260–261, 287–289, 291–292, 294, 298–299, 314–315, 324–326, 328–330, 332, 335, 336–337, 363–364, 366–367, 370–371, 374
9-10R5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)	SB: 314–317
	In informational texts, consider how author’s intent influences particular sentences, paragraphs, or sections. (RI)	SB: 30–33, 66–69, 74–75, 102–105, 110–111, 138–141, 146–147, 172–175, 176–179, 184–185, 214–217, 238–241, 252–255, 260–261, 276–279, 290–293, 298–299, 336–337, 366–369, 374–375
9-10R6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)	SB: 90–91
Integration of Knowledge and Ideas		
9-10R7	Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL)	SB: 165

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9-10R8	Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL)	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
9-10R9	Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
9 th –10 th Grade Writing Standards 9-10W		
Text Types and Purposes		
9-10W1	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
9-10W1a	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.	SB: 376–377
9-10W1b	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level and concerns.	SB: 376–377
9-10W1c	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.	SB: 376–377
9-10W1d	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
9-10W1e	Provide a concluding statement or section that	SB: 376–377

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	explains the significance of the argument presented.	
9-10W1f	Maintain a style and tone appropriate to the writing task.	SB: 376–377
9-10W2	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.	
9-10W2a	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.	SB: 76–77, 186–187, 188, 224–225, 262–263, 264, 338–339
9-10W2b	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience’s knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.	SB: 42, 76–77, 78, 186–187, 188, 224–225, 262–263, 264, 338–339
9-10W2c	Use precise language and content-specific vocabulary to express the complexity of a topic.	SB: 76–77, 186–187, 188, 224–225, 262–263, 264, 338–339
9-10W2d	Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.	SB: 186–187, 338–339
9-10W2e	Provide a concluding statement or section that explains the significance of the information presented.	SB: 262–263
9-10W2f	Establish and maintain a style appropriate to the writing task.	SB: 42, 76–77, 78, 186–187, 188, 224–225, 262–263, 264, 338–339
9-10W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	

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ELA Standard	Descriptor	Citations
9-10W3a	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	SB: 40–41, 148–149, 300–301
9-10W3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.	SB: 40–41, 55, 148–149, 300–301
9-10W3c	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
9-10W3d	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SB: 55, 148–149, 300–301
9-10W3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SB: 55, 148–149, 300–301
9-10W4	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.	SB: 40–41, 55, 112–113, 148–149, 300–301, 302
9-10W5	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
Research to Build and Present Knowledge		
9-10W6	Conduct research to answer questions, including	SB: 262–263, 264

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ELA Standard	Descriptor	Citations
	self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.	
9-10W7	Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
9 th –10 th Grade Speaking and Listening Standards 9-10SL		
Comprehension and Collaboration		
9-10SL1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	
9-10SL1a	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.	SB: 14, 19, 24, 32, 36–37, 39, 42, 50–51, 55, 63, 65, 67–69, 73, 75, 78, 85, 87, 101, 105, 111, 119, 137, 138–141, 143–144, 146–147, 155, 159, 165, 171, 177–179, 183, 185, 188, 192, 196–197, 203, 215, 217, 223, 226, 234, 241, 251, 255, 259, 261, 264, 273, 279, 284–285, 289, 293, 299, 302, 317, 322–323, 328–329, 340, 355, 364–365, 373, 375, 378
9-10SL1b	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
9-10SL1c	Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SB: 91, 111, 119, 179, 223, 241, 254–255, 260–261, 290–292, 327, 330, 355, 368–369, 373, 374–375
9-10SL1d	Respond thoughtfully to diverse perspectives,	SB: 62–63, 65, 68–69, 147, 299, 376–377, 378

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ELA Standard	Descriptor	Citations
	summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.	
9-10SL2	Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
9-10SL3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.	SB: 376–377, 378
Presentation of Knowledge and Ideas		
9-10SL4	Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.	SB: 25, 41, 42, 55, 77, 113, 114, 149, 150, 188, 226, 263, 264, 302, 339, 340, 355, 377
9-10SL5	Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	SB: 41, 42, 77, 78, 101, 105, 113, 114, 137, 149, 150, 171, 183, 184, 187, 188, 197, 225, 254, 264, 293, 302, 327, 355
9-10SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SB: 149, 188, 226, 264, 302, 340
9 th –10 th Grade Language Standards 9-10L		
Knowledge of Language		
9-10L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for	

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	meaning or style, and to comprehend more fully when reading or listening.	
9-10L3a	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
Vocabulary Acquisition and Use		
9-10L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
9-10L4a	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.	SB: 18, 26, 28, 31–32, 34–36, 39, 62–64, 67–69, 70–71, 74–75, 98–100, 102–105, 106–108, 110, 134–135, 138–141, 142, 144–145, 146–147, 162–163, 173–174, 176–178, 180–182, 184–185, 200–203, 211–212, 214–216, 218–219, 231, 235, 239–240, 249–250, 252–253, 256–258, 260–261, 287–289, 29–292, 294, 298–299, 314–315, 324–326, 328–330, 332, 335, 336–337, 363–364, 366–367, 370–371, 374
9-10L4b	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>).	SB: 145
9-10L4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
9-10L4d	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).	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
9-10L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
9-10L5a	Interpret figures of speech, including	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>

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	euphemism and oxymoron, in context and analyze their role in the text.	
9-10L5b	Analyze nuances in the meaning of words with similar denotations.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
9-10L6	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SB: 8–9, 10–11, 12–13, 1–15, 44–45, 46–47, 48–49, 50–51, 80–81, 82–83, 84–85, 86–87, 116–117, 118–119, 120–121, 152–153, 154–155, 156–157, 159, 190–191, 192–193, 194 –195, 228–229, 230–231, 232–233, 266–267, 268–269, 270–271, 272, 304–305, 306–307, 308–309, 342–343, 344–345, 346–347, 348–349
Appendix A		
Conventions of Academic English/Language for Learning: Grade Band Skills		
Grades 9–12		
Conventions of Academic English/Language for Learning		
Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.		
Descriptor		Citations
• Use parallel structure.		This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
• Use various types of phrases and clauses to add variety and interest to writing or presentations.		This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
• Understand that usage is a matter of convention that can change over time.		This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
• Resolve issues of complex or contested usage, consulting references as needed.		This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
Anchor Standard L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.		

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• Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
• Use a semicolon to link two or more closely related independent clauses.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
• Use a colon to introduce a list or quotation.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>