

Tennessee Tutorials are designed specifically for the Tennessee Academic Standards to prepare students for the Tennessee Comprehensive Assessment Program (TCAP) and the TNReady assessments.

English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: Elements of Literature 1

• IMAGERY

- 9-10.L.KL.3: Language 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. 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.
- 9-10.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.W.TTP.3.f: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured

event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- **FIGURATIVE LANGUAGE**

- 9-10.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 9-10.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.

- **THEME**

- 9-10.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9-10.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

Unit 2: Elements of Literature 2

- **CONFLICT**

- 9-10.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how complex

characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **CHARACTER TYPES**

- 9-10.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **FORESHADOWING AND SUSPENSE**

- 9-10.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

Unit 3: Reading Strategies 1

- **MAKING INFERENCES**

- 9-10.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **DRAWING CONCLUSIONS**

- 9-10.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says

explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

- 9-10.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **SYNTHESIZING IDEAS**

- 9-10.W.TTP.1.a: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Introduce precise claim(s).
- 9-10.W.RBPK.8: Writing Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.RBPK.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

Unit 4: Reading Strategies 2

- **IMPLIED MAIN IDEA**

- 9-10.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

- 9-10.RI.KID.2: Reading Key Ideas and Details Informational Text Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- **DETERMINING AUTHOR'S PURPOSE**
 - 9-10.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
 - 9-10.RI.KID.2: Reading Key Ideas and Details Informational Text Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a central idea of a text and analyze its development; provide an objective or critical summary.
 - 9-10.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an author presents and develops key ideas and events to impact meaning.
 - 9-10.RI.CS.5: Reading Craft and Structure Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
 - 9-10.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
 - 9-10.RI.IKI.7: Reading Integration of Knowledge and Ideas Informational Text Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic or subject in two diverse formats or media.
 - 9-10.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
 - 9-10.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- 9-10.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.2: Reading Key Ideas and Details Informational Text Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in two diverse formats or media.

Unit 5: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**

- 9-10.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RI.CS.5: Reading Craft and Structure Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.W.PDW.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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.)
- 9-10.L.KL.3: Language 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. 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.
- 9-10.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate

understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

- 9-10.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.

- **ANALYZING AUTHOR'S PERSPECTIVE**

- 9-10.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.5: Reading Craft and Structure Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RI.IKI.8: Reading Integration of Knowledge and Ideas Informational Text Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- 9-10.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

Unit 6: Author's Voice and Method 2

- **TONE AND MOOD**

- 9-10.L.KL.3: Language 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. 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.
- 9-10.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative

impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

- 9-10.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
- 9-10.W.TTP.1.f: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Establish and maintain a formal style and objective tone.
- 9-10.W.TTP.2.g: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Establish and maintain a formal style and objective tone.
- 9-10.W.TTP.3.g: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Establish and maintain an appropriate style and tone.
- **WORD CHOICE**
 - 9-10.L.KL.3: Language 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. 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.
 - 9-10.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
 - 9-10.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

- 9-10.W.TTP.1.f: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Establish and maintain a formal style and objective tone.
- 9-10.W.TTP.2.f: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 9-10.W.TTP.2.g: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Establish and maintain a formal style and objective tone.
- 9-10.W.TTP.3.g: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Establish and maintain an appropriate style and tone.

Unit 7: Strategy 1

• EVALUATING EVIDENCE

- 9-10.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.IKI.8: Reading Integration of Knowledge and Ideas Informational Text Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- 9-10.SL.CC.3: Speaking and Listening Comprehension and Collaboration Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric. Evaluate a speakers point of view,

reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

- 9-10.SL.CC.2: Speaking and Listening Comprehension and Collaboration Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.

- **RHETORICAL TECHNIQUES**

- 9-10.L.KL.3: Language 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. 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.
- 9-10.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 9-10.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
- 9-10.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

- **FACT VERSUS OPINION**

- 9-10.RI.IKI.8: Reading Integration of Knowledge and Ideas Informational Text Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- 9-10.SL.CC.3: Speaking and Listening Comprehension and Collaboration Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- 9-10.W.RBPK.8: Writing Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- 9-10.SL.CC.2: Speaking and Listening Comprehension and Collaboration Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.

Unit 8: Strategy 2

• ANALYZING AUDIENCE APPEALS

- 9-10.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

• CENTRAL IDEAS

- 9-10.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.2: Reading Key Ideas and Details Informational Text Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.CS.5: Reading Craft and Structure Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Unit 9: Strategy 3

• TEXT STRUCTURES AND DEVELOPMENT

- 9-10.RI.CS.5: Reading Craft and Structure Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.5: Reading Craft and Structure Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section,

chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

- 9-10.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

- **LOGICAL FALLACIES**

- 9-10.SL.CC.3: Speaking and Listening Comprehension and Collaboration Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- 9-10.SL.CC.2: Speaking and Listening Comprehension and Collaboration Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.
- 9-10.RI.IKI.8: Reading Integration of Knowledge and Ideas Informational Text Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Evaluate how reasoning and evidence affects the argument and specific claims in a text.

Unit 10: Text Connections 1

- **PRINT AND NONPRINT TEXTS**

- 9-10.RI.IKI.7: Reading Integration of Knowledge and Ideas Informational Text Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic or subject in two diverse formats or media.

- **FOUNDATIONAL U.S. DOCUMENTS**

- 9-10.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RI.IKI.9: Reading Integration of Knowledge and Ideas Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

- **THEMES ACROSS CULTURES**

- 9-10.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9-10.RL.CS.6: Reading Craft and Structure Literature Assess how point of view or purpose shapes the content and style of a text. Analyze how point of view and/or author purpose shapes the content and style of diverse texts.

Unit 11: Text Connections 2

• ANALYZING FICTION ACROSS MEDIUMS

- 9-10.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9-10.RI.IKI.7: Reading Integration of Knowledge and Ideas Informational Text Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic or subject in two diverse formats or media.
- 9.RL.RRTC.10: Reading Range of Reading and Level of Text Complexity Literature Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
- 10.RL.RRTC.10: Reading Range of Reading and Level of Text Complexity Literature Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.

• ANALYZING INTERPRETATIONS OF NONFICTION

- 9-10.RI.IKI.7: Reading Integration of Knowledge and Ideas Informational Text Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic or subject in two diverse formats or media.

- 9.RI.RRTC.10: Reading Range of Reading and Level of Text Complexity Informational Text Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
- **TRANSFORMING IDEAS**
 - 9-10.RL.IKI.9: Reading Integration of Knowledge and Ideas Literature Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.
 - 9-10.RL.CS.6: Reading Craft and Structure Literature Assess how point of view or purpose shapes the content and style of a text. Analyze how point of view and/or author purpose shapes the content and style of diverse texts.
 - 9-10.W.RBPK.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

Unit 12: Text Organization 1

- **CAUSE AND EFFECT**
 - 9-10.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- **COMPARE AND CONTRAST**
 - 9-10.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in two diverse formats or media.
 - 9-10.RL.IKI.9: Reading Integration of Knowledge and Ideas Literature Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.
 - 9-10.W.RBPK.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
 - 9-10.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how complex

characters, events, and ideas develop and interact over the course of a text to impact meaning.

Unit 13: Text Organization 2

• CHRONOLOGY AND SEQUENCING

- 9-10.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.W.TTP.3.b: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Sequence events so that they build on one another to create a coherent whole.
- 9-10.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

• FLASHBACK AND FRAMING

- 9-10.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

Unit 14: Sentence Structure

• NOUNS AND CAPITALIZATION

- 9-10.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

• PARALLELISM AND VERB TENSE

- 9-10.L.CSE.1: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.)

Unit 15: Clauses

- **CLAUSES**

- 9-10.L.CSE.1: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**

- 9-10.L.CSE.1: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

Unit 16: Phrases

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- 9-10.L.CSE.1: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

- **GERUND AND PARTICIPIAL PHRASES**

- 9-10.L.CSE.1: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

- **APPOSITIVE AND ABSOLUTE PHRASES**

- 9-10.L.CSE.1: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

Unit 17: Punctuation

• COLONS AND SEMICOLONS

- 9-10.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

• COMMAS WITH PHRASES AND CLAUSES

- 9-10.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.)
- 9-10.L.CSE.1: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

• END MARKS

- 9-10.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.)
- 9-10.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Unit 18: Contextual Clues 1

• USING CONTEXTUAL CLUES

- 9-10.L.VAU.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or a phrase.
- 9-10.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
- 9-10.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 9-10.L.VAU.6: Language Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

• ANALYZING FIGURES OF SPEECH AND IDIOMS

- 9-10.L.VAU.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as

appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or a phrase.

- 9-10.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 9-10.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.

Unit 19: Contextual Clues 2

• WORD PATTERNS

- 9-10.L.VAU.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or a phrase.
- 9-10.L.VAU.4.b: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- 9-10.L.VAU.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

- **WORD ROOTS**

- 9-10.L.VAU.4.b: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

- **CONNOTATION AND DENOTATION**

- 9-10.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 9-10.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
- 9-10.L.KL.3: Language 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. 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.

Unit 20: Usage

- **FORMAL AND INFORMAL LANGUAGE**

- 9-10.W.TTP.1.f: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Establish and maintain a formal style and objective tone.
- 9-10.W.TTP.2.g: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze

and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Establish and maintain a formal style and objective tone.

- 9-10.L.VAU.6: Language Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 9-10.SL.PKI.6: Speaking and Listening Presentation of Knowledge and Ideas Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 9-10.W.TTP.1.e: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 9-10.W.TTP.3.g: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Establish and maintain an appropriate style and tone.
- 9-10.L.KL.3: Language 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. 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.
- 9-10.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.

- **SPELLING RULES**

- 9-10.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Unit 21: Using Guides

- **USING THE DICTIONARY AND THESAURUS**

- 9-10.L.VAU.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- 9-10.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 9-10.L.VAU.6: Language Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **USING STYLE GUIDES**

Unit 22: Building an Essay

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- 9-10.W.PDW.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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.)

- **INTRODUCTIONS**

- 9-10.W.TTP.2.a: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

- **CONCLUSIONS**

- 9-10.W.TTP.1.d: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
- 9-10.W.TTP.2.d: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 23: Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- 9-10.W.PDW.6: Writing Production and Distribution of Writing Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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.
- 9-10.SL.CC.2: Speaking and Listening Comprehension and Collaboration Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.
- 9-10.SL.PKI.5: Speaking and Listening Presentation of Knowledge and Ideas Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.W.TTP.2.e: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Use appropriate formatting, graphics, and multimedia to aid comprehension.

- **WRITING AND TECHNOLOGY**

- 9-10.W.PDW.6: Writing Production and Distribution of Writing Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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.

Unit 24: Narrative Writing

• SHORT NARRATIVES

- 9-10.W.TTP.3.d: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
- 9-10.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.)
- 9-10.W.TTP.3.a: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
- 9-10.W.TTP.3.c: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Create a smooth progression of experiences or events.
- 9-10.W.TTP.3.e: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

• NARRATIVE TECHNIQUES

- 9-10.W.TTP.3.d: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or

events using effective techniques, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

- 9-10.W.TTP.3.a: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
- 9-10.W.TTP.3.b: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Sequence events so that they build on one another to create a coherent whole.
- 9-10.W.TTP.3.e: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Unit 25: Expository Writing

• EXPOSITORY THESIS STATEMENTS

- 9-10.W.TTP.2.a: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

• EXPOSITORY PARAGRAPH DEVELOPMENT

- 9-10.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- 9-10.W.TTP.2.b: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the

effective selection and organization of content. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

- 9-10.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

- **EXPOSITORY ESSAYS**

- 9-10.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- 9-10.W.TTP.2.d: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 26: Argumentative Writing 1

- **ARGUMENTATIVE CLAIMS**

- 9-10.W.TTP.1.a: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Introduce precise claim(s).
- 9-10.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- 9-10.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient

evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

• ARGUMENTATIVE PARAGRAPH DEVELOPMENT

- 9-10.RI.IKI.8: Reading Integration of Knowledge and Ideas Informational Text Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- 9-10.W.TTP.1.a: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Introduce precise claim(s).
- 9-10.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- 9-10.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- 9-10.RI.CS.5: Reading Craft and Structure Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

• ARGUMENTATIVE ESSAYS

- 9-10.W.TTP.1.a: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts,

using valid reasoning supported by relevant and sufficient evidence. Introduce precise claim(s).

- 9-10.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- 9-10.W.TTP.1.d: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
- 9-10.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

Unit 27: Argumentative Writing 2

• TYPES OF EVIDENCE

- 9-10.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- 9-10.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

• CLAIMS AND COUNTERCLAIMS

- 9-10.RI.IKI.8: Reading Integration of Knowledge and Ideas Informational Text Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as

well as the relevance and sufficiency of the evidence. Evaluate how reasoning and evidence affects the argument and specific claims in a text.

- 9-10.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- 9-10.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- 9-10.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

Unit 28: Research

• REFINING A RESEARCH QUESTION

- 9-10.W.RBPK.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
- 9-10.W.RBPK.8: Writing Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **GATHERING INFORMATION**

- 9-10.W.RBPK.8: Writing Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

- **AVOIDING PLAGIARISM**

- 9-10.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- 9-10.W.RBPK.8: Writing Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Unit 29: Revision Considerations 1

- **PREWRITING**

- 9-10.W.TTP.2.b: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- 9-10.W.PDW.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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.)

- 9-10.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.)
- **UNITY AND FOCUS**
 - 9-10.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.)
 - 9-10.W.PDW.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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.)
 - 9-10.W.TTP.3.b: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Sequence events so that they build on one another to create a coherent whole.
- **WORDINESS AND REDUNDANCY**
 - 9-10.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.)
 - 9-10.W.TTP.3.f: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Unit 30: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
 - 9-10.W.TTP.2.b: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective

selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

- 9-10.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- 9-10.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.)

- **MAINTAINING A FORMAL STYLE**

- 9-10.L.KL.3: Language 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. 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.
- 9-10.W.TTP.1.f: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Establish and maintain a formal style and objective tone.
- 9-10.W.TTP.2.g: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Establish and maintain a formal style and objective tone.
- 9-10.L.VAU.6: Language Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-

secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 9-10.W.TTP.1.e: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 9-10.W.TTP.2.f: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 9-10.W.TTP.3.g: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Establish and maintain an appropriate style and tone.

Unit 31: Speaking and Listening

- **DISCUSSION GUIDELINES**

- 9-10.SL.CC.1: Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others ideas and expressing their own clearly and persuasively. Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

- **ANALYZING AND DEVELOPING A SPEECH**

- 9-10.SL.CC.3: Speaking and Listening Comprehension and Collaboration Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- 9-10.SL.PKI.6: Speaking and Listening Presentation of Knowledge and Ideas Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 9-10.SL.PKI.4: Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. Present information, findings, and supporting evidence clearly, concisely, and

logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
