Arkansas Tutorials are designed specifically for the Arkansas Standards found in the Curriculum Framework documents to prepare students for English, reading, writing, math and science tests.

English Tutorials offers 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**
  - RL.9-10.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
  - W.9-10.3.D: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
- **FIGURATIVE LANGUAGE**

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

- **THEME**
  - RL.9-10.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
  - RL.9-10.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
  - RL.9-10.1: Reading Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

Unit 2: Elements of Literature 2

- **CONFLICT**
  - RL.9-10.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
  - RL.9-10.5: Reading Reading Standards for Literature Craft and Structure Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **CHARACTER TYPES**
  - RL.9-10.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
  - RL.9-10.10a: Reading Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
  - RL.9-10.10b: Reading Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.
- **FORESHADOWING AND SUSPENSE**
  - RL.9-10.5: Reading Reading Standards for Literature Craft and Structure Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Unit 3: Reading Strategies 1

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- **MAKING INFERENCES**
  - RL.9-10.1: Reading Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
  - RI.9-10.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- **DRAWING CONCLUSIONS**
  - RL.9-10.1: Reading Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
  - RI.9-10.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
  - RI.9-10.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **SYNTHESIZING IDEAS**
  - W.9-10.1.A: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - W.9-10.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - W.9-10.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. Assess the usefulness of each source in answering the research question. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. Follow a standard format for citation.

Unit 4: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - RL.9-10.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
  - RI.9-10.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
  - RI.9-10.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are

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made, how they are introduced and developed, and the connections that are drawn between them.

- RL.9-10.1: Reading Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- RI.9-10.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

- **DETERMINING AUTHOR'S PURPOSE**
  - RI.9-10.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - RI.9-10.5: Reading Reading Standards for Informational Text Craft and Structure Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - RI.9-10.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.
  - RI.9-10.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
  - RI.9-10.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - RL.9-10.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
  - RI.9-10.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
  - RI.9-10.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - RI.9-10.9: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related themes and concepts.

Unit 5: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**

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- RL.9-10.5: Reading Reading Standards for Literature Craft and Structure Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RI.9-10.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5: Reading Reading Standards for Informational Text Craft and Structure Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- W.9-10.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- RI.9-10.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.

- **ANALYZING AUTHOR'S PERSPECTIVE**
  - RI.9-10.5: Reading Reading Standards for Informational Text Craft and Structure Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - RI.9-10.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.
  - RI.9-10.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Unit 6: Author's Voice and Method 2

- **TONE AND MOOD**
  - RL.9-10.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
  - RI.9-10.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - W.9-10.1.D: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and

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maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.

- W.9-10.2.E: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.

- **WORD CHOICE**
  - RI.9-10.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - RL.9-10.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
  - W.9-10.1.D: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
  - W.9-10.2.D: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - W.9-10.2.E: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
  - L.9-10.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Unit 7: Strategy 1

- **EVALUATING EVIDENCE**
  - RL.9-10.1: Reading Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
  - RI.9-10.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
  - RI.9-10.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is

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valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- W.9-10.9.B: Writing Research to Build and Present Knowledge Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis. Apply Grades 9-10 Reading standards to informational texts.
- SL.9-10.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
- SL.9-10.3: Speaking and Listening Comprehension and Collaboration Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- **RHETORICAL TECHNIQUES**
  - RI.9-10.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - RI.9-10.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.
- **FACT VERSUS OPINION**
  - RI.9-10.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
  - W.9-10.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. Assess the usefulness of each source in answering the research question. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. Follow a standard format for citation.
  - W.9-10.9.B: Writing Research to Build and Present Knowledge Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis. Apply Grades 9-10 Reading standards to informational texts.
  - SL.9-10.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
  - SL.9-10.3: Speaking and Listening Comprehension and Collaboration Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 8: Strategy 2

- **ANALYZING AUDIENCE APPEALS**

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- RI.9-10.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9-10.5: Reading Reading Standards for Informational Text Craft and Structure Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.
- W.9-10.1.B: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- **CENTRAL IDEAS**
  - RI.9-10.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
  - RL.9-10.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
  - RI.9-10.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - RI.9-10.5: Reading Reading Standards for Informational Text Craft and Structure Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Unit 9: Strategy 3

- **TEXT STRUCTURES AND DEVELOPMENT**
  - RI.9-10.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - RI.9-10.5: Reading Reading Standards for Informational Text Craft and Structure Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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- W.9-10.1.A: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1.B: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- **LOGICAL FALLACIES**
  - RI.9-10.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
  - W.9-10.9.B: Writing Research to Build and Present Knowledge Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis. Apply Grades 9-10 Reading standards to informational texts.
  - SL.9-10.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
  - SL.9-10.3: Speaking and Listening Comprehension and Collaboration Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 10: Text Connections 1

- **PRINT AND NONPRINT TEXTS**
  - RI.9-10.7: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- **FOUNDATIONAL U.S. DOCUMENTS**
  - RI.9-10.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.
  - RI.9-10.9: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related themes and concepts.
  - RI.9-10.7: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- **THEMES ACROSS CULTURES**

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- RL.9-10.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- RL.9-10.6: Reading Reading Standards for Literature Craft and Structure Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.

Unit 11: Text Connections 2

- **ANALYZING FICTION ACROSS MEDIUMS**
  - RL.9-10.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
  - RL.9-10.7: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Muse des Beaux Arts and Breughel's Landscape with the Fall of Icarus).
  - RL.9-10.10a: Reading Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
  - RL.9-10.7: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Muse des Beaux Arts and Breughel's Landscape with the Fall of Icarus).
  - RL.9-10.10b: Reading Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RI.9-10.7: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
  - RI.9-10.10b: Reading Reading Standards for Informational Text Range of Reading and Level of Text Complexity By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.
  - RI.9-10.10a: Reading Reading Standards for Informational Text Range of Reading and Level of Text Complexity By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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- **TRANSFORMING IDEAS**
  - RL.9-10.6: Reading Reading Standards for Literature Craft and Structure Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.
  - RL.9-10.9: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
  - W.9-10.9.A: Writing Research to Build and Present Knowledge Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis. Apply Grades 9-10 Reading standards to literature.

Unit 12: Text Organization 1

- **CAUSE AND EFFECT**
  - RL.9-10.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
  - RI.9-10.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **COMPARE AND CONTRAST**
  - RL.9-10.7: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Muse des Beaux Arts and Breughel's Landscape with the Fall of Icarus).
  - RL.9-10.9: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
  - RI.9-10.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - W.9-10.9.A: Writing Research to Build and Present Knowledge Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis. Apply Grades 9-10 Reading standards to literature.
  - RL.9-10.7: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Muse des Beaux Arts and Breughel's Landscape with the Fall of Icarus).
  - RL.9-10.8: Reading Reading Standards for Literature Integration of Knowledge and Ideas RL.9-10.8 is not applicable to literature based on anchor standard R.CCR.8. Analyze and evaluate the argument

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and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Unit 13: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - RI.9-10.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - RL.9-10.5: Reading Reading Standards for Literature Craft and Structure Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
  - W.9-10.3.C: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another, creating coherence.
- **FLASHBACK AND FRAMING**
  - RL.9-10.5: Reading Reading Standards for Literature Craft and Structure Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Unit 14: Sentence Structure

- **SENTENCE STRUCTURE**
  - L.9-10.1.H: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
  - L.9-10.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing. Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.
- **NOUNS AND CAPITALIZATION**
  - L.9-10.2.A: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing. This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
  - L.9-10.2.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing. Use a colon appropriately to introduce a list, quotation, or clarification.

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- L.9-10.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing. Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.

- **MODIFIERS**
  - L.9-10.1.F: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Unit 15: Verb Usage

- **PARALLELISM AND VERB TENSE**
  - L.9-10.1.A: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Use parallel structure.
  - W.9-10.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
  - L.9-10.1.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Recognize and correct inappropriate shifts in verb voice and mood.
- **VERB TENSE AND VOICE**
  - L.9-10.1.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Recognize and correct inappropriate shifts in verb voice and mood.
  - L.9-10.1.A: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Use parallel structure.
- **VERB MOOD**
  - L.9-10.1.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Form and use verbs in the conditional and subjunctive mood.
  - L.9-10.3.B: 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. Use verbs in the conditional and subjunctive mood to achieve particular effects.

Unit 16: Clauses

- **CLAUSES**

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- L.9-10.1.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.1.F: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.9-10.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing. Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**
  - L.9-10.1.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
  - L.9-10.1.F: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Unit 17: Phrases

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - L.9-10.1.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
  - L.9-10.1.F: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - L.9-10.1.G: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
- **GERUND AND PARTICIPIAL PHRASES**
  - L.9-10.1.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

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- L.9-10.1.F: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

- **APPOSITIVE AND ABSOLUTE PHRASES**
  - L.9-10.1.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
  - L.9-10.1.F: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Unit 18: Punctuation

- **COLONS AND SEMICOLONS**
  - L.9-10.2.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing. Use a colon appropriately to introduce a list, quotation, or clarification.
  - L.9-10.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing. Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.
- **COMMAS WITH PHRASES AND CLAUSES**
  - W.9-10.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
  - L.9-10.1.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 9-10. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- **END MARKS**
  - W.9-10.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
  - L.9-10.2.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing. Use a colon appropriately to introduce a list, quotation, or clarification.

Unit 19: Contextual Clues 1

- **USING CONTEXTUAL CLUES**

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- RL.9-10.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- L.9-10.4.A: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.9-10.4.D: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- L.9-10.6: Language Vocabulary Acquisition and Use Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - L.9-10.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - RL.9-10.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
  - RI.9-10.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - L.9-10.4.A: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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Unit 20: Contextual Clues 2

- **WORD PATTERNS**
  - L.9-10.4.A: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.9-10.4.B: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  - L.9-10.4.C: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- **CONNOTATION AND DENOTATION**
  - L.9-10.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - RL.9-10.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
  - RI.9-10.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - L.9-10.5.B: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Analyze nuances in the meaning of words with similar denotations.
  - L.9-10.5.C: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. This standard is taught in Grade 8 and should be reinforced as needed. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Unit 21: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - W.9-10.1.D: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and

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maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.

- W.9-10.2.E: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
- SL.9-10.6: Speaking and Listening Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.9-10.6: Language Vocabulary Acquisition and Use Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RL.9-10.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- **SPELLING RULES**
  - L.9-10.2.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing. Spell correctly.

Unit 22: Using Guides

- **USING THE DICTIONARY AND THESAURUS**
  - L.9-10.4.C: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - L.9-10.4.D: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - L.9-10.6: Language Vocabulary Acquisition and Use Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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- **USING STYLE GUIDES**
  - L.9-10.3.A: 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. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Unit 23: Building an Essay

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - W.9-10.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **INTRODUCTIONS**
  - W.9-10.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
- **CONCLUSIONS**
  - W.9-10.1.E: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide an appropriate concluding statement or section that supports the argument presented.
  - W.9-10.2.F: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 24: Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - W.9-10.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
  - W.9-10.6: Writing Production and Distribution of Writing 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.
  - SL.9-10.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.

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- SL.9-10.5: Speaking and Listening Presentation of Knowledge and Ideas Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- **WRITING AND TECHNOLOGY**
  - W.9-10.6: Writing Production and Distribution of Writing 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.
  - RI.9-10.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Unit 25: Narrative Writing

- **SHORT NARRATIVES**
  - W.9-10.3.A: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.9-10.3.B: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.9-10.3.E: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.
  - W.9-10.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
- **NARRATIVE TECHNIQUES**
  - W.9-10.3.A: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.9-10.3.B: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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- W.9-10.3.C: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another, creating coherence.
- W.9-10.3.E: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.

Unit 26: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - W.9-10.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - W.9-10.2.B: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.
  - W.9-10.2.C: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - W.9-10.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
- **EXPOSITORY ESSAYS**
  - W.9-10.2.B: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.
  - W.9-10.2.F: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective

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selection, organization, and analysis of content. Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- W.9-10.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
- RI.9-10.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.

Unit 27: Argumentative Writing 1

- **ARGUMENTATIVE CLAIMS**
  - W.9-10.1.A: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - W.9-10.1.B: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - W.9-10.1.C: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
- **CLAIMS AND COUNTERCLAIMS**
  - RI.9-10.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
  - RI.9-10.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
  - W.9-10.1.B: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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- W.9-10.1.A: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1.C: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; include commentary for support.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - W.9-10.1.A: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - W.9-10.1.B: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - W.9-10.1.C: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
  - RI.9-10.5: Reading Reading Standards for Informational Text Craft and Structure Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - RI.9-10.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.

Unit 28: Argumentative Writing 2

- **TYPES OF EVIDENCE**
  - W.9-10.1.A: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - W.9-10.1.B: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while

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pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- W.9-10.2.B: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.

- **ARGUMENTATIVE ESSAYS**
  - W.9-10.1.A: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - W.9-10.1.B: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - W.9-10.1.C: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
  - W.9-10.1.E: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide an appropriate concluding statement or section that supports the argument presented.

Unit 29: Research

- **REFINING A RESEARCH QUESTION**
  - W.9-10.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - W.9-10.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. Assess the usefulness of each source in answering the research question. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. Follow a standard format for citation.

- **GATHERING INFORMATION**
  - W.9-10.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. Assess the usefulness of each

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source in answering the research question. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. Follow a standard format for citation.

- W.9-10.2.B: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **AVOIDING PLAGIARISM**
  - W.9-10.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. Assess the usefulness of each source in answering the research question. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. Follow a standard format for citation.

Unit 30: Revision Considerations 1

- **PREWRITING**
  - W.9-10.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
  - W.9-10.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.9-10.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
- **UNITY AND FOCUS**
  - W.9-10.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
  - W.9-10.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.

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- W.9-10.2.C: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9-10.3.C: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another, creating coherence.
- W.9-10.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **WORDINESS AND REDUNDANCY**
  - W.9-10.3.D: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
  - W.9-10.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.

Unit 31: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - W.9-10.1.C: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
  - W.9-10.2.C: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - W.9-10.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
  - L.9-10.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing. Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.
- **MAINTAINING A FORMAL STYLE**

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- W.9-10.1.D: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
- W.9-10.2.E: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
- W.9-10.2.D: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Unit 32: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - SL.9-10.1.A: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - SL.9-10.1.B: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - SL.9-10.1.C: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - SL.9-10.1.D: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **ANALYZING AND DEVELOPING A SPEECH**

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- SL.9-10.3: Speaking and Listening Comprehension and Collaboration Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9-10.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
- SL.9-10.4: Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.6: Speaking and Listening Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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