North Carolina Tutorials are designed specifically for the Common Core State Standards for English language arts, the North Carolina Standard Course of Study for Math, and the North Carolina Essential Standards, to prepare students for the READY End-of-Course 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**
  - RL.9-10.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
  - W.9-10.3.e: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, 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**

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- RL.9-10.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- RI.9-10.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- L.9-10.5.a: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.

- **THEME**
  - RL.9-10.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. 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; provide an objective summary of the text.
  - RL.9-10.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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 Literature Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.9-10.2: Reading Informational Text Determine central ideas (RI) or themes (RL) 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 over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit 2: Elements of Literature 2

- **CONFLICT**
  - RL.9-10.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **CHARACTER TYPES**
  - RL.9-10.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
  - RL.9-10.10b: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of

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grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

- RL.9-10.10a: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

- **FORESHADOWING AND SUSPENSE**
  - RL.9-10.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.

Unit 3: Reading Strategies

- **MAKING INFERENCES**
  - RL.9-10.1: Reading Literature Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.9-10.1: Reading Informational Text Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **DRAWING CONCLUSIONS**
  - RL.9-10.1: Reading Literature Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.9-10.1: Reading Informational Text Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.9-10.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **DETERMINING AUTHOR'S PURPOSE**
  - RI.9-10.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how the author unfolds an analysis or series of ideas or

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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 Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the 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.
- RI.9-10.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.9-10.2: Reading Informational Text Determine central ideas (RI) or themes (RL) 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 over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.9-10.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.9-10.1: Reading Informational Text Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 4: Summary and Synthesis

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - RL.9-10.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. 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; provide an objective summary of the text.
  - RI.9-10.2: Reading Informational Text Determine central ideas (RI) or themes (RL) 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 over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - RI.9-10.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - RI.9-10.9: Reading Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Analyze influential

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documents of historical and literary significance, including how they address related themes and concepts.

- **SYNTHESIZING IDEAS**
  - W.9-10.5: Writing Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 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.
  - RI.9-10.1: Reading Informational Text Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 5: Implied and Central Ideas

- **IMPLIED MAIN IDEA**
  - RL.9-10.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. 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; provide an objective summary of the text.
  - RI.9-10.2: Reading Informational Text Determine central ideas (RI) or themes (RL) 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 over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - RI.9-10.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - RL.9-10.1: Reading Literature Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.9-10.1: Reading Informational Text Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CENTRAL IDEAS**
  - RI.9-10.2: Reading Informational Text Determine central ideas (RI) or themes (RL) 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 over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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- RL.9-10.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. 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; provide an objective summary of the text.
- RI.9-10.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.5: Reading Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the 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 6: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - RL.9-10.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
  - RI.9-10.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.5: Reading Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the 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.
  - RI.9-10.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **ANALYZING AUTHOR'S PERSPECTIVE**
  - RI.9-10.5: Reading Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the 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.
  - RI.9-10.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.8: Reading 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.

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Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Unit 7: Author's Voice and Method 2

- **TONE AND MOOD**
  - RL.9-10.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
  - W.9-10.1.e: Writing 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 and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - W.9-10.2.f: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **WORD CHOICE**
  - RI.9-10.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
  - RL.9-10.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
  - W.9-10.1.e: Writing 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 and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - W.9-10.2.e: Writing 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 examine and convey complex ideas, concepts, and

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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.f: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- L.9-10.5.a: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.

Unit 8: Rhetoric, Fact, and Fallacies

- **RHETORICAL TECHNIQUES**
  - RI.9-10.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **FACT VERSUS OPINION**
  - RI.9-10.8: Reading 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. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
  - W.9-10.6: Writing Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
  - SL.9-10.2: Speaking and Listening Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
  - SL.9-10.3: Speaking and Listening 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, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **LOGICAL FALLACIES**

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- RI.9-10.8: Reading 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. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- SL.9-10.2: Speaking and Listening Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
- SL.9-10.3: Speaking and Listening 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, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 9: Text Structure and Pattern

- **TEXT STRUCTURES AND DEVELOPMENT**
  - RI.9-10.5: Reading Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the 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.
  - RI.9-10.5: Reading Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the 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.
  - W.9-10.1.b: Writing 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 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 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 and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- **CHRONOLOGY AND SEQUENCING**
  - RL.9-10.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
  - RI.9-10.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how the author unfolds an analysis or series of ideas or

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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.9-10.3.d: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real 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 to create a coherent whole.
- RL.9-10.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
- RL.9-10.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
- RL.9-10.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.

- **FLASHBACK AND FRAMING**
  - RL.9-10.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.

Unit 10: Text Organization

- **CAUSE AND EFFECT**
  - RL.9-10.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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 Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **COMPARE AND CONTRAST**
  - RL.9-10.7: Reading Literature Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

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- RL.9-10.9: Reading Literature Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Analyze how an author adopts or adapts source material in a specific work.
- RL.9-10.10a: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- RL.9-10.10b: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- RI.9-10.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.10a: Reading Informational Text Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 9, read and understand informational texts within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- RI.9-10.10b: Reading Informational Text Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 10, read and understand informational texts at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Unit 11: Text Connection

- **PRINT AND NONPRINT TEXTS**
  - RI.9-10.7: Reading Informational Text Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- **FOUNDATIONAL U.S. DOCUMENTS**
  - RI.9-10.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.7: Reading Informational Text Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
  - RI.9-10.9: Reading Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Analyze influential

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documents of historical and literary significance, including how they address related themes and concepts.

Unit 12: Cultures and Transformation

- **THEMES ACROSS CULTURES**
  - RL.9-10.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. 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; provide an objective summary of the text.
  - RL.9-10.6: Reading Literature Assess how point of view, perspective, or purpose shapes the content and style of a text. Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **TRANSFORMING IDEAS**
  - RL.9-10.6: Reading Literature Assess how point of view, perspective, or purpose shapes the content and style of a text. Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
  - RL.9-10.9: Reading Literature Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Analyze how an author adopts or adapts source material in a specific work.

Unit 13: Fiction and Nonfiction

- **ANALYZING FICTION ACROSS MEDIUMS**
  - RL.9-10.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
  - RL.9-10.7: Reading Literature Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
  - RL.9-10.10a: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
  - RL.9-10.10b: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RI.9-10.7: Reading Informational Text Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze various accounts of a

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subject told in different mediums, determining which details are emphasized in each account.

- RI.9-10.10b: Reading Informational Text Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 10, read and understand informational texts at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Unit 14: Sentence Structure

- **SENTENCE STRUCTURE**
  - L.9-10.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
- **PARALLELISM AND VERB TENSE**
  - L.9-10.3.b: 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. Use parallel structure.
  - L.9-10.1.i: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

Unit 15: Clauses

- **CLAUSES**
  - L.9-10.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
  - L.9-10.1.i: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band

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grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**
  - L.9-10.1.i: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

Unit 16: Phrases

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - L.9-10.1.i: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
- **GERUND AND PARTICIPIAL PHRASES**
  - L.9-10.1.i: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
- **APPOSITIVE AND ABSOLUTE PHRASES**
  - L.9-10.1.i: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

Unit 17: Punctuation

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- **COLONS AND SEMICOLONS**
  - L.9-10.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
- **COMMAS WITH PHRASES AND CLAUSES**
  - L.9-10.1.i: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
- **END MARKS**
  - L.9-10.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

Unit 18: Using Context Clues

- **USING CONTEXTUAL CLUES**
  - RL.9-10.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
  - L.9-10.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

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- L.9-10.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.9-10.6: Language Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing 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 Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.
  - RL.9-10.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **CONNOTATION AND DENOTATION**
  - RL.9-10.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
  - L.9-10.5.b: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

Unit 19: Usage

- **USING THE DICTIONARY AND THESAURUS**

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- L.9-10.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.9-10.6: Language Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Unit 20: Building an Essay 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - W.9-10.1.g: Writing 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 and relevant and sufficient evidence. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.9-10.2.h: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.9-10.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **INTRODUCTIONS**

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- W.9-10.2.b: Writing 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 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 formatting, graphics, and multimedia when useful to aiding comprehension.

- **CONCLUSIONS**
  - W.9-10.1.f: Writing 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 and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
  - W.9-10.2.g: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 21: Building an Essay 2

- **TRANSITIONAL ELEMENTS**
  - W.9-10.1.d: Writing 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 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, between reasons and evidence, and between claim(s) and counterclaims.
  - W.9-10.1.g: Writing 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 and relevant and sufficient evidence. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.9-10.2.d: Writing 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 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.h: Writing 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 examine and convey complex ideas, concepts, and

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information clearly and accurately through the effective selection, organization, and analysis of content. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- W.9-10.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **MAINTAINING A FORMAL STYLE**
  - W.9-10.1.e: Writing 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 and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - W.9-10.2.f: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - W.9-10.2.e: Writing 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 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.
- **FORMAL AND INFORMAL LANGUAGE**
  - W.9-10.1.e: Writing 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 and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - W.9-10.2.f: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - L.9-10.6: Language Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering

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an unknown term important to comprehension or expression. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RL.9-10.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- RI.9-10.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.

Unit 22: Integrating Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - W.9-10.2.b: Writing 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 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 formatting, graphics, and multimedia when useful to aiding comprehension.
  - W.9-10.4: Writing Use digital tools and resources to produce and publish writing and to interact and collaborate with others. Use digital tools and resources to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
  - SL.9-10.2: Speaking and Listening Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
  - SL.9-10.5: Speaking and Listening 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 in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **WRITING AND TECHNOLOGY**
  - W.9-10.4: Writing Use digital tools and resources to produce and publish writing and to interact and collaborate with others. Use digital tools and resources to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
  - RI.9-10.8: Reading 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.

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Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Unit 23: Evidence Analysis

- **TYPES OF EVIDENCE**
  - W.9-10.2.c: Writing 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 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, or other information and examples appropriate to the audiences knowledge of the topic.
  - W.9-10.1.c: Writing 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 and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - W.9-10.2.c: Writing 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 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, or other information and examples appropriate to the audiences knowledge of the topic.
- **EVALUATING EVIDENCE**
  - RL.9-10.1: Reading Literature Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.9-10.1: Reading Informational Text Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.9-10.8: Reading 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. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
  - SL.9-10.2: Speaking and Listening Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.

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- SL.9-10.3: Speaking and Listening 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, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 24: Argumentative Claims

- **ARGUMENTATIVE CLAIMS**
  - W.9-10.1.b: Writing 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 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.a: Writing 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 and relevant and sufficient evidence. Organize information and ideas around a topic to plan and prepare to write.
  - W.9-10.1.c: Writing 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 and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - W.9-10.1.d: Writing 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 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, between reasons and evidence, and between claim(s) and counterclaims.
- **CLAIMS AND COUNTERCLAIMS**
  - RI.9-10.8: Reading 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. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
  - RI.9-10.1: Reading Informational Text Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - W.9-10.1.c: Writing 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 and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the

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strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

- W.9-10.1.b: Writing 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 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 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 and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- W.9-10.1.d: Writing 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 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, between reasons and evidence, and between claim(s) and counterclaims.

Unit 25: Argumentative Writing

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - W.9-10.1.b: Writing 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 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 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 and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - W.9-10.1.d: Writing 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 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, between reasons and evidence, and between claim(s) and counterclaims.

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- RI.9-10.5: Reading Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the 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.
- RI.9-10.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- **ARGUMENTATIVE ESSAYS**
  - W.9-10.1.b: Writing 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 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 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 and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - W.9-10.1.d: Writing 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 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, between reasons and evidence, and between claim(s) and counterclaims.
  - W.9-10.1.f: Writing 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 and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
  - W.9-10.1.a: Writing 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 and relevant and sufficient evidence. Organize information and ideas around a topic to plan and prepare to write.

Unit 26: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - W.9-10.2.b: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of

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content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.

- W.9-10.2.a: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Organize information and ideas around a topic to plan and prepare to write.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - W.9-10.2.c: Writing 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 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, or other information and examples appropriate to the audiences knowledge of the topic.
  - W.9-10.2.d: Writing 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 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.b: Writing 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 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 formatting, graphics, and multimedia when useful to aiding comprehension.

- **EXPOSITORY ESSAYS**
  - W.9-10.2.c: Writing 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 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, or other information and examples appropriate to the audiences knowledge of the topic.
  - W.9-10.2.g: Writing 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 examine and convey complex ideas, concepts, and

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information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- W.9-10.2.b: Writing 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 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 formatting, graphics, and multimedia when useful to aiding comprehension.
- RI.9-10.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Unit 27: Narrative Writing

- **SHORT NARRATIVES**
  - W.9-10.3.a: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Organize information and ideas around a topic to plan and prepare to write.
  - W.9-10.3.b: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real 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 multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.9-10.3.c: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real 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.f: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, 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.
  - W.9-10.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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- **NARRATIVE TECHNIQUES**
  - W.9-10.3.c: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real 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.b: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real 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 multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.9-10.3.d: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real 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 to create a coherent whole.
  - W.9-10.3.f: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, 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 28: Research

- **GATHERING INFORMATION**
  - W.9-10.6: Writing Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
  - W.9-10.2.c: Writing 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 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, or other information and examples appropriate to the audiences knowledge of the topic.
  - W.9-10.5: Writing Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve

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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.9-10.6: Writing Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Unit 29: Revision Considerations

- **PREWRITING**
  - W.9-10.1.g: Writing 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 and relevant and sufficient evidence. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.9-10.2.b: Writing 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 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 formatting, graphics, and multimedia when useful to aiding comprehension.
  - W.9-10.2.h: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.9-10.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **UNITY AND FOCUS**
  - W.9-10.2.b: Writing 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 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

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connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.

- W.9-10.2.h: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.1.g: Writing 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 and relevant and sufficient evidence. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.2.d: Writing 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 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.d: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real 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 to create a coherent whole.
- W.9-10.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **WORDINESS AND REDUNDANCY**
  - W.9-10.1.g: Writing 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 and relevant and sufficient evidence. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.9-10.2.h: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of

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content. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- W.9-10.3.e: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, 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.
- W.9-10.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 30: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - SL.9-10.1.a: Speaking and Listening Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 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 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 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, clear goals and deadlines, and individual roles as needed.
  - SL.9-10.1.c: Speaking and Listening Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 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 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse

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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**
  - SL.9-10.3: Speaking and Listening 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, identifying any fallacious reasoning or exaggerated or distorted evidence.
  - SL.9-10.4: Speaking and Listening Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 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.

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