Georgia Tutorials are designed specifically for the Georgia Standards of Excellence and the Georgia Performance Standards to prepare students for the Georgia Milestones.

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

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

Unit 1: Elements of Literature 1

- **IMAGERY**
  - 9.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
  - 9.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
- **FIGURATIVE LANGUAGE**
  - 9.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
  - 9.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
- **RHYME AND SOUND DEVICES**

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- 9.T.T.4.a: Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.

- **RHYTHM AND METER**
  - 9.T.T.4.a: Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.

Unit 2: Elements of Literature 2

- **CONFLICT**
  - 9.T.T.1.b: Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author's purpose.
- **CHARACTER TYPES**
  - 9.T.T.1.d: Analyze how literary works draw on themes, event patterns, or character types from different time periods.
- **FORESHADOWING AND SUSPENSE**
  - 9.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
  - 9.T.T.1.a: Describe how narrative techniques (including archetypes, multiple perspectives, story structure, and symbolism) interact, using textual evidence.

Unit 3: Reading Strategies 1

- **MAKING INFERENCES**
  - 9.P.EICC.3.f: Make, track, and support inferences about different levels of meaning within the text.
- **USING BACKGROUND KNOWLEDGE**
  - 9.P.EICC.3.c: Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
  - 9.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
  - 9.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
- **MAKING PREDICTIONS**
  - 9.P.EICC.3.e: Make and track predictions about the events and information likely to come next.

Unit 4: Reading Strategies 2

- **USING SOCIAL AND HISTORICAL CONTEXT**
  - 9.T.T.1.c: Analyze how a text's theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence.
- **INDEPENDENT READING**

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- 9.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
- 9.P.EICC.1.f: Develop independence and autonomy as a reader and writer.
- 9.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.

Unit 5: Reading Strategies 3

- **IMPLIED MAIN IDEA**
  - 9.P.EICC.3.f: Make, track, and support inferences about different levels of meaning within the text.
- **DETERMINING AUTHOR'S PURPOSE**
  - 9.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
  - 9.T.C.1.a: Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.
- **SUMMARY AND CRITIQUE**
  - 9.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
  - 9.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.
  - 9.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
  - 9.P.EICC.3.d: Summarize and visualize sections of the text to maintain understanding.

Unit 6: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - 9.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
  - 9.P.ST.2.c: Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.
- **ANALYZING AUTHOR'S PERSPECTIVE**
  - 9.P.ST.1.b: Consider how context impacts the purposes of the author and the audience.
  - 9.P.ST.1.c: Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
  - 9.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
  - 9.T.C.1.b: Assess the impact of context and language on a text's reception by the audience.

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- 9.T.C.2.a: Determine the reasons for changing attitudes around a topic and how that affects text.

Unit 7: Author's Voice and Method 2

- **TONE AND MOOD**
  - 9.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
- **WORD CHOICE**
  - 9.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
  - 9.T.C.1.b: Assess the impact of context and language on a text's reception by the audience.
  - 9.T.T.1.b: Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author's purpose.

Unit 8: Strategy 1

- **EVALUATING EVIDENCE**
  - 9.T.C.2.b: Determine the impact of the speaker's reliability or credibility on the text.
  - 9.T.RA.2.a: Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.
  - 9.T.RA.2.b: Analyze information from a variety of sources by identifying misconceptions; conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.
- **ANALYZING CONFLICTING EVIDENCE**
  - 9.T.T.2.b: Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations.
- **FACT VERSUS OPINION**
  - 9.T.C.2.b: Determine the impact of the speaker's reliability or credibility on the text.

Unit 9: Strategy 2

- **ANALYZING AUDIENCE APPEALS**
  - 9.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
  - 9.T.T.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
  - 9.T.T.3.b: Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts.
  - 9.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences.

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- 9.T.T.3.d: Use rhetorical devices and appeals to guide the creation and revision of texts.

- **RHETORICAL TECHNIQUES**
  - 9.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
  - 9.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
  - 9.P.AC.2.a: Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
  - 9.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
  - 9.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.
  - 9.T.T.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.
  - 9.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences.
  - 9.T.T.3.d: Use rhetorical devices and appeals to guide the creation and revision of texts.

Unit 10: Strategy 3

- **CENTRAL IDEAS**
  - 9.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
  - 9.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
- **TEXT STRUCTURES AND DEVELOPMENT**
  - 9.P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.
  - 9.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences.
- **LOGICAL FALLACIES**
  - 9.T.T.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.

Unit 11: Analyzing Informational Text

- **PRINT AND NONPRINT TEXTS**

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- 9.P.AC.3.b: Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
- 9.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

- **FOUNDATIONAL U.S. DOCUMENTS**
  - 9.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
  - 9.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
- **TECHNICAL DOCUMENTS**
  - 9.T.C.1.a: Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.

Unit 12: Analyzing Literature

- **TRANSFORMING IDEAS**
  - 9.T.T.1.d: Analyze how literary works draw on themes, event patterns, or character types from different time periods.
- **EPICS**
  - 9.T.T.1.d: Analyze how literary works draw on themes, event patterns, or character types from different time periods.
  - 9.T.PM.1.a: Examine an archetypal story, myth, event, or figure as it is represented in two or more different time periods.
- **THEMES ACROSS CULTURES**
  - 9.T.PM.1.b: Identify and discuss major authors and works of one period of English and American literary history, including key themes and stylistic features.

Unit 13: Genres

- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - 9.P.AC.3.b: Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
  - 9.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
  - 9.P.CP.2.b: Integrate modes and genres most appropriate to purpose and audience.
- **ANALYZING FICTION ACROSS MEDIUMS**
  - 9.P.AC.3.b: Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.

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- 9.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

Unit 14: Text Organization 1

- **CAUSE AND EFFECT**
  - 9.T.SS.1.a: Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience.
- **COMPARE AND CONTRAST**
  - 9.T.SS.1.a: Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience.

Unit 15: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - 9.T.SS.1.a: Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience.
- **FLASHBACKS AND FRAMING**
  - 9.T.SS.1.a: Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience.

Unit 16: Sentence Structure

- **SENTENCE STRUCTURE**
  - 9.P.AC.1.c: Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.
  - 9.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
  - 9.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, recognizing instances of parallel structure.
- **PARALLELISM AND VERB TENSE**
  - 9.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, recognizing instances of parallel structure.
  - 9.L.GC.2.e: Recognize and use parallel structure within a sentence to create symmetry and convey a congruence of ideas.
- **VERB MOOD**
  - 9.L.GC.1.58: Usage: Use tenses and aspects to indicate the mood of a verb. (Master)

Unit 17: Clauses

- **CLAUSES**
  - 9.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods.

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- **RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES**
  - 9.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods.

Unit 18: Phrases

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - 9.L.GC.1.57: Usage: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Master)
- **GERUND AND PARTICIPIAL PHRASES**
  - 9.L.GC.1.57: Usage: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Master)

Unit 19: Punctuation 1

- **COMMAS WITH PHRASES AND CLAUSES**
  - 9.L.GC.1.54: Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Master)
- **COLONS AND SEMICOLONS**
  - 9.L.GC.1.59: Mechanics: Use colons to introduce quotations. (Master)
- **END MARKS**
  - 9.L.GC.1.54: Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Master)

Unit 20: Punctuation 2

- **DASHES AND HYPHENS**
  - 9.L.GC.1.60: Mechanics: Use dashes appropriately. (Continue)
- **PARENTHESIS, QUOTATION MARKS, AND ELLIPSES**
  - 9.L.GC.1.54: Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Master)

Unit 21: Capitalization and Spelling

- **NOUNS AND CAPITALIZATION**
  - 9.L.GC.1.54: Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Master)
- **SPELLING RULES**
  - 9.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.

Unit 22: Contextual Clues 1

- **ROOTS, PREFIXES, AND SUFFIXES**

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- 9.L.V.1.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.
- 9.L.V.2.a: Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts.
- 9.L.V.2.c: Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.

- **USING CONTEXT CLUES**
  - 9.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
  - 9.L.V.1.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.
- **TECHNICAL LANGUAGE**
  - 9.L.V.1.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.

Unit 23: Contextual Clues 2

- **WORD PATTERNS**
  - 9.L.V.2.b: Determine the meanings of words and phrases in context by analyzing the impact of parts of speech.
  - 9.L.V.2.d: Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.
- **CONNOTATION AND DENOTATION**
  - 9.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
  - 9.L.V.3.b: Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts.
  - 9.L.V.3.c: Analyze the nuances in connotative meaning of words that share a similar denotation.
  - 9.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.
- **CHANGING LANGUAGE CONVENTIONS**
  - 9.L.V.2.a: Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts.

Unit 24: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - 9.L.V.1.b: Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.

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- 9.T.SS.2.c: Use formal or informal style, as appropriate to audience, purpose, and context.

- **USING THE DICTIONARY AND THESAURUS**
  - 9.L.V.3.d: Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.
  - 9.L.V.3.e: Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources.
- **USING STYLE MANUALS**
  - 9.L.GC.1.61: Grammar, Usage, Mechanics: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Continue)
  - 9.L.V.3.d: Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.
  - 9.T.RA.1.b: Use analytical findings to support a research question or thesis, citing the sources of quoted, paraphrased, and summarized ideas in Modern Language Association (MLA) format.
  - 9.T.RA.2.c: Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.

Unit 25: Building an Essay 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - 9.P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience.
  - 9.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
  - 9.P.AC.2.d: Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
  - 9.T.SS.1.b: Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience.
- **INTRODUCTIONS**
  - 9.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.
- **CONCLUSIONS**
  - 9.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and

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developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.

Unit 26: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - 9.P.AC.3.d: Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.
  - 9.T.C.1.c: Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.
- **WRITING AND TECHNOLOGY**
  - 9.T.C.1.c: Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.

Unit 27: Narrative Writing

- **SHORT NARRATIVES**
  - 9.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
  - 9.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.
  - 9.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.
  - 9.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
  - 9.T.T.1.b: Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author's purpose.
  - 9.T.T.1.e: Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing.
- **NARRATIVE TECHNIQUES**
  - 9.L.GC.2.d: Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.

Unit 28: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - 9.T.T.2.c: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose.
- **EXPOSITORY PARAGRAPHS**

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- 9.T.SS.1.c: Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion.
- 9.T.T.2.a: Analyze and evaluate the use and effect of expository techniques and organizational patterns.
- 9.T.T.2.c: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose.

- **EXPOSITORY ESSAYS**
  - 9.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
  - 9.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.
  - 9.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
  - 9.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.
  - 9.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.
  - 9.T.T.2.c: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose.

Unit 29: Argumentative Writing 1

- **ARGUMENTATIVE CLAIMS**
  - 9.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences.
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - 9.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences.
- **ARGUMENTATIVE ESSAYS**
  - 9.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
  - 9.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.
  - 9.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
  - 9.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.
  - 9.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.

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Unit 30: Argumentative Writing 2

- **TYPES OF EVIDENCE**
  - 9.T.RA.2.a: Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.
- **CLAIMS AND COUNTERCLAIMS**
  - 9.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences.
- **EVALUATING THE MEDIA**
  - 9.T.RA.2.b: Analyze information from a variety of sources by identifying misconceptions; conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.

Unit 31: Research

- **REFINING A RESEARCH QUESTION**
  - 9.T.RA.1.a: Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.
- **GATHERING INFORMATION**
  - 9.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
  - 9.P.EICC.4.d: Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
  - 9.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
- **SYNTHESIZING IDEAS**
  - 9.T.C.2.d: Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.
- **AVOIDING PLAGIARISM**
  - 9.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
  - 9.T.RA.1.c: Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.

Unit 32: Revision Considerations 1

- **PREWRITING**
  - 9.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
- **REVISING AND EDITING**

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- 9.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.

- **UNITY AND FOCUS**
  - 9.P.EICC.4.g: Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
- **WORDINESS AND REDUNDANCY**
  - 9.P.EICC.4.g: Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

Unit 33: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - 9.T.SS.1.c: Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion.
- **ACTIVE AND PASSIVE VOICE**
  - 9.L.GC.2.c: Maintain consistent use of active voice throughout a text to communicate clearly and concisely.
- **MAINTAINING A FORMAL STYLE**
  - 9.T.SS.2.c: Use formal or informal style, as appropriate to audience, purpose, and context.

Unit 34: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - 9.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
  - 9.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
  - 9.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
  - 9.P.CP.1.b: Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
  - 9.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
  - 9.P.CP.1.d: Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
- **ANALYZING AND DEVELOPING A SPEECH**
  - 9.P.CP.2.a: Communicate clearly to present ideas, information, and texts.

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- 9.P.CP.2.c: Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

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