

Indiana Tutorials are designed specifically for the Indiana Academic Standards to prepare students for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) End-of-Course Assessments (ECAs).

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

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

Unit 1: Elements of Literature 1

- **IMAGERY**

- 9-10.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- 9-10.W.3.3e: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- **FIGURATIVE LANGUAGE**

- 9-10.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative

meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.

- 9-10.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 9-10.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- **THEME**
 - 9-10.RL.2.2: Reading: Literature Key Ideas and Textual Support Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
 - 9-10.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 - 9-10.RL.2.1: Reading: Literature Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

Unit 2: Elements of Literature 2

- **CONFLICT**
 - 9-10.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 - 9-10.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **CHARACTER TYPES**
 - 9-10.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 - 9-10.RL.1: Reading: Literature Learning Outcome Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
- **FORESHADOWING AND SUSPENSE**
 - 9-10.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure a work of literature, order events within it (e.g., parallel

episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Unit 3: Reading Strategies 1

- **MAKING INFERENCES**

- 9-10.RL.2.1: Reading: Literature Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- 9-10.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

- **DRAWING CONCLUSIONS**

- 9-10.RL.2.1: Reading: Literature Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- 9-10.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

- **SYNTHESIZING IDEAS**

- 9-10.W.5d: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Synthesize and integrate information into the text selectively to maintain the flow of ideas.
- 9-10.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

Unit 4: Reading Strategies 2

- **IMPLIED MAIN IDEA**

- 9-10.RL.2.2: Reading: Literature Key Ideas and Textual Support Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
- 9-10.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
- 9-10.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support 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.

- 9-10.RL.2.1: Reading: Literature Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- 9-10.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- **DETERMINING AUTHOR'S PURPOSE**
 - 9-10.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
 - 9-10.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support 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.
 - 9-10.RN.3.2: Reading: Nonfiction Structural Elements and Organization Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
 - 9-10.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
 - 9-10.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- **SUMMARY, ANALYSIS, AND CRITIQUE**
 - 9-10.RL.2.2: Reading: Literature Key Ideas and Textual Support Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
 - 9-10.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support 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.
 - 9-10.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
 - 9-10.RN.4.3: Reading: Nonfiction Synthesis and Connection of Ideas Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

Unit 5: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**

- 9-10.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9-10.RL.3.2: Reading: Literature Structural Elements and Organization Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).
- 9-10.RN.3.2: Reading: Nonfiction Structural Elements and Organization Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 9-10.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- **ANALYZING AUTHOR'S PERSPECTIVE**
 - 9-10.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
 - 9-10.RN.3.2: Reading: Nonfiction Structural Elements and Organization Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
 - 9-10.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
 - 9-10.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas 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 6: Author's Voice and Method 2

- **TONE AND MOOD**
 - 9-10.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
 - 9-10.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative,

and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- 9-10.W.3.1d: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.

- **WORD CHOICE**

- 9-10.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 9-10.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- 9-10.W.3.1d: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.
- 9-10.W.3.2d: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
- 9-10.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Unit 7: Strategy 1

- **EVALUATING EVIDENCE**

- 9-10.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas 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.
- 9-10.RL.2.1: Reading: Literature Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- 9-10.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- 9-10.SL.3.1: Speaking and Listening Comprehension Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

- 9-10.SL.3.2: Speaking and Listening Comprehension Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **RHETORICAL TECHNIQUES**
 - 9-10.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
 - 9-10.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **FACT VERSUS OPINION**
 - 9-10.SL.3.2: Speaking and Listening Comprehension Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - 9-10.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas 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.
 - 9-10.W.5c: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Assess the usefulness of each source in answering the research question.
 - 9-10.SL.3.1: Speaking and Listening Comprehension Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **ANALYZING AUDIENCE APPEALS**
 - 9-10.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas 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.
 - 9-10.RN.3.2: Reading: Nonfiction Structural Elements and Organization Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
 - 9-10.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
 - 9-10.W.3.1b: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.

Unit 8: Strategy 2**• CENTRAL IDEAS**

- 9-10.RL.2.2: Reading: Literature Key Ideas and Textual Support Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
- 9-10.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
- 9-10.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support 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.
- 9-10.RN.3.2: Reading: Nonfiction Structural Elements and Organization Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

• TEXT STRUCTURES AND DEVELOPMENT

- 9-10.RN.3.2: Reading: Nonfiction Structural Elements and Organization Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.W.3.1a: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
- 9-10.W.3.1b: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
- 9-10.W.3.1b: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
- 9-10.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support 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.
- 9-10.RN.3.2: Reading: Nonfiction Structural Elements and Organization Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

• LOGICAL FALLACIES

- 9-10.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas 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.
- 9-10.SL.3.1: Speaking and Listening Comprehension Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 9-10.SL.3.2: Speaking and Listening Comprehension Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 9: Text Connections 1

- **PRINT AND NONPRINT TEXTS**

- 9-10.RN.4.2: Reading: Nonfiction Synthesis and Connection of Ideas Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

- **FOUNDATIONAL U.S. DOCUMENTS**

- 9-10.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- 9-10.RN.4.3: Reading: Nonfiction Synthesis and Connection of Ideas Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

- **THEMES ACROSS CULTURES**

- 9-10.RL.2.2: Reading: Literature Key Ideas and Textual Support Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
- 9-10.RL.4.2: Reading: Literature Synthesis and Connection of Ideas Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

Unit 10: Text Connections 2

- **ANALYZING FICTION ACROSS MEDIUMS**

- 9-10.RL.1: Reading: Literature Learning Outcome Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
- 9-10.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative

meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.

- 9-10.RL.4.1: Reading: Literature Synthesis and Connection of Ideas Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
- 9-10.RN.4.2: Reading: Nonfiction Synthesis and Connection of Ideas Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.
- 9-10.RN.1: Reading: Nonfiction Learning Outcome Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
- 9-10.RN.4.2: Reading: Nonfiction Synthesis and Connection of Ideas Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.
- **TRANSFORMING IDEAS**
- 9-10.RL.4.2: Reading: Literature Synthesis and Connection of Ideas Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.
- **EVALUATING THE MEDIA**
- 9-10.ML.1: Media literacy Learning Outcome Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
- 9-10.ML.2.1: Media literacy Media Literacy Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.
- 9-10.ML.2.2: Media literacy Media Literacy Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.

Unit 11: Text Organizations 1

- **CAUSE AND EFFECT**
- 9-10.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support 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.
- 9-10.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **COMPARE AND CONTRAST**

- 9-10.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support 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.
- 9-10.RL.4.1: Reading: Literature Synthesis and Connection of Ideas Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.

Unit 12: Text Organizations 2

• CHRONOLOGY AND SEQUENCING

- 9-10.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9-10.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support 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.
- 9-10.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9-10.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9-10.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9-10.W.3.3d: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

• FLASHBACK AND FRAMING

- 9-10.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Unit 13: Sentence Structure 1

• RESTRICTIVE AND NONRESTRICTIVE CLAUSES

- 9-10.W.6.1d: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on:

Phrases and Clauses Students are expected to build upon and continue applying conventions learned previously.

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- 9-10.W.6.1d: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Phrases and Clauses Students are expected to build upon and continue applying conventions learned previously.

Unit 14: Sentence Structure 2

- **PARALLELISM AND VERB TENSE**

- 9-10.W.6.1e: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Usage Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.

- **VERB MOOD**

- 9-10.W.6.1b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Verbs Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.

Unit 15: Sentence Style

- **PRONOUN-ANTECEDENT AGREEMENT**

- 9-10.W.6.1a: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Pronouns Students are expected to build upon and continue applying conventions learned previously.

- **PRONOUN CASE**

- 9-10.W.6.1a: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Pronouns Students are expected to build upon and continue applying conventions learned previously.

- **PRONOUN SHIFTS AND AMBIGUITY**

- 9-10.W.6.1a: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Pronouns Students are expected to build upon and continue applying conventions learned previously.

Unit 16: Punctuation

- **NOUNS AND CAPITALIZATION**

- 9-10.W.6.2a: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization Students are expected to build upon and continue applying conventions learned previously.

- **COMMAS WITH PHRASES AND CLAUSES**

- 9-10.W.6.2b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Punctuation Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

- **END MARKS**

- 9-10.W.6.2b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Punctuation Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

- **COLONS AND SEMICOLONS**

- 9-10.W.6.2b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Punctuation Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

Unit 17: Contextual Clues

- **USING CONTEXTUAL CLUES**

- 9-10.RV.2.1: Reading: Vocabulary Vocabulary Building Use context to determine or clarify the meaning of words and phrases.
- 9-10.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- 9-10.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 9-10.RV.1: Reading: Vocabulary Learning Outcome Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 9-10.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- 9-10.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- 9-10.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative

meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.

- 9-10.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- **WORD PATTERNS**

- 9-10.RV.2.4: Reading: Vocabulary Vocabulary Building Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 9-10.RV.2.1: Reading: Vocabulary Vocabulary Building Use context to determine or clarify the meaning of words and phrases.
- 9-10.RV.2.5: Reading: Vocabulary Vocabulary Building Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

- **CONNOTATION AND DENOTATION**

- 9-10.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- 9-10.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 9-10.RV.2.3: Reading: Vocabulary Vocabulary Building Analyze nuances in the meaning of words with similar denotations.

Unit 18: Usage

- **FORMAL AND INFORMAL LANGUAGE**

- 9-10.W.3.1d: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.
- 9-10.W.3.2e: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Establish and maintain a style appropriate to the purpose and audience.
- 9-10.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- 9-10.ML.1: Media literacy Learning Outcome Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
- 9-10.ML.2.1: Media literacy Media Literacy Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.
- 9-10.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- 9-10.RV.1: Reading: Vocabulary Learning Outcome Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **USING THE DICTIONARY AND THESAURUS**
 - 9-10.RV.2.5: Reading: Vocabulary Vocabulary Building Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
- **SPELLING RULES**
 - 9-10.W.6.2c: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Spelling Students are expected to build upon and continue applying conventions learned previously.

Unit 19: Building an Essay 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
 - 9-10.W.1: Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
 - 9-10.W.3.1d: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - 9-10.W.3.2e: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Establish and maintain a style appropriate to the purpose and audience.
- **INTRODUCTIONS**
 - 9-10.W.3.2a: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- 9-10.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
- **CONCLUSIONS**
- 9-10.W.3.1e: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Provide a concluding statement or section that follows from and supports the argument presented.
- 9-10.W.3.2f: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 20: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
- 9-10.W.3.2a: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 9-10.W.4b: Writing The Writing Process Apply the writing process to Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
- 9-10.W.5f: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Present information, choosing from a variety of formats.
- 9-10.SL.3.1: Speaking and Listening Comprehension Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 9-10.SL.4.2: Speaking and Listening Presentation of Knowledge and Ideas Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
- **WRITING AND TECHNOLOGY**
- 9-10.W.4b: Writing The Writing Process Apply the writing process to Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).

- 9-10.W.5f: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Present information, choosing from a variety of formats.
- 9-10.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas 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.
- **SHORT NARRATIVES**
 - 9-10.W.3.3a: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that 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.
 - 9-10.W.3.3b: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Create a smooth progression of experiences or events.
 - 9-10.W.3.3c: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters.
 - 9-10.W.3.3f: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - 9-10.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
- **NARRATIVE TECHNIQUES**
 - 9-10.W.3.3c: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters.
 - 9-10.W.3.1c: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Use effective transitions 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.
 - 9-10.W.3.3a: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that 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.
 - 9-10.W.3.3b: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Create a smooth progression of experiences or events.

- 9-10.W.3.3d: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- 9-10.W.3.3f: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Unit 21: Expository Writing

• EXPOSITORY THESIS STATEMENTS

- 9-10.W.3.2a: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

• EXPOSITORY PARAGRAPH DEVELOPMENT

- 9-10.W.3.2b: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- 9-10.W.3.2c: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 9-10.W.3.2a: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 9-10.W.3.2b: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

• EXPOSITORY ESSAYS

- 9-10.W.3.2b: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- 9-10.W.3.2f: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- 9-10.W.3.2a: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 9-10.W.3.2b: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that 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.

Unit 22: Argumentative Writing 1

• ARGUMENTATIVE CLAIMS

- 9-10.W.3.1a: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
- 9-10.W.3.1b: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
- 9-10.W.3.1c: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Use effective transitions 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

- 9-10.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas 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.
- 9-10.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- 9-10.W.3.1b: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
- 9-10.W.3.1a: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
- 9-10.W.3.1b: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.

- 9-10.W.3.1c: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Use effective transitions 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.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- 9-10.W.3.1a: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
- 9-10.W.3.1b: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
- 9-10.W.3.1c: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Use effective transitions 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.
- 9-10.RN.3.2: Reading: Nonfiction Structural Elements and Organization Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.

Unit 23: Argumentative Writing 2

- **TYPES OF EVIDENCE**

- 9-10.W.1: Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- 9-10.W.3.2b: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- 9-10.W.3.1a: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.

- 9-10.W.3.1b: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
- 9-10.W.3.2b: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that 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.
- **ARGUMENTATIVE ESSAYS**
 - 9-10.W.3.1a: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
 - 9-10.W.3.1b: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
 - 9-10.W.3.1e: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Provide a concluding statement or section that follows from and supports the argument presented.
 - 9-10.W.3.1b: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that 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.
 - 9-10.W.3.1c: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Use effective transitions 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 24: Research

- **REFINING A RESEARCH QUESTION**
 - 9-10.W.5a: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Formulate an inquiry question, and refine and narrow the focus as research evolves.
- **GATHERING INFORMATION**
 - 9-10.W.1: Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

- 9-10.W.3.2b: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- 9-10.W.5b: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
- 9-10.W.5c: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Assess the usefulness of each source in answering the research question.
- 9-10.W.5d: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Synthesize and integrate information into the text selectively to maintain the flow of ideas.
- **AVOIDING PLAGIARISM**
 - 9-10.W.5b: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
 - 9-10.W.5e: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

Unit 25: Revision Considerations 1

- **PREWRITING**
 - 9-10.W.3.1d: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - 9-10.W.3.2e: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Establish and maintain a style appropriate to the purpose and audience.
 - 9-10.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
 - 9-10.W.3.2a: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and

information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **UNITY AND FOCUS**

- 9-10.W.3.2a: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 9-10.W.3.2c: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 9-10.W.3.3d: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- 9-10.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- **WORDINESS AND REDUNDANCY**

- 9-10.W.3.3e: Writing Writing Genres: Argumentative , Informative, and Narrative Write narrative compositions in a variety of forms that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 9-10.W.3.2d: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
- 9-10.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

Unit 26: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**

- 9-10.W.3.1c: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Use effective transitions 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.
- 9-10.W.3.2c: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- 9-10.W.6.2b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Punctuation Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
- 9-10.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
- **MAINTAINING A FORMAL STYLE**
- 9-10.W.3.1d: Writing Writing Genres: Argumentative , Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.
- 9-10.W.3.2d: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
- 9-10.W.3.2e: Writing Writing Genres: Argumentative , Informative, and Narrative Write informative compositions in a variety of forms that Establish and maintain a style appropriate to the purpose and audience.

Unit 27: Speaking and Listening

- **DISCUSSION GUIDELINES**
- 9-10.SL.2.1: Speaking and Listening Discussion and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others ideas and expressing personal ideas clearly and persuasively.
- 9-10.SL.2.3: Speaking and Listening Discussion and Collaboration Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- 9-10.SL.2.4: Speaking and Listening Discussion and Collaboration 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.
- 9-10.SL.2.5: Speaking and Listening Discussion and Collaboration Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
- 9-10.SL.1: Speaking and Listening Learning Outcome Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

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- 9-10.SL.2.2: Speaking and Listening Discussion and Collaboration Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.
 - **ANALYZING AND DEVELOPING A SPEECH**
 - 9-10.SL.3.2: Speaking and Listening Comprehension Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - 9-10.SL.3.1: Speaking and Listening Comprehension Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - 9-10.SL.4.1: Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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