New Jersey Tutorials are designed specifically for the New Jersey Core Curriculum Content Standards to prepare students for the PARCC assessments, the New Jersey Biology Competency Test (NJBCT).

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**
  - L.VI.9-10.4.C: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
  - W.NW.9-10.3.D: 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**
  - L.VI.9-10.4.A: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- **THEME**

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- RL.CI.9-10.2: Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Unit 2: Elements of Literature 2

- **CHARACTERS AND CONFLICT**
  - RL.IT.9-10.3: Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- **CHARACTER TYPES**
  - RL.IT.9-10.3: Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- **FORESHADOWING AND SUSPENSE**
  - W.NW.9-10.3.B: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Unit 3: Reading Strategies 1

- **MAKING INFERENCES**
  - RL.CR.9-10.1: Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
  - RI.CR.9-10.1: Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- **DRAWING CONCLUSIONS**
  - RL.CR.9-10.1: Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
  - RI.CR.9-10.1: Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

Unit 4: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - RI.CI.9-10.2: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **DETERMINING AUTHOR'S PURPOSE**

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- RI.PP.9-10.5: Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - RL.CI.9-10.2: Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
  - RI.CI.9-10.2: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Unit 5: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - RL.PP.9-10.5: Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- **ANALYZING AUTHOR'S PERSPECTIVE**
  - RL.PP.9-10.5: Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

Unit 6: Author's Voice and Method 2

- **TONE AND MOOD**
  - L.VL.9-10.3.C: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - L.VI.9-10.4.C: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
- **WORD CHOICE**
  - L.VL.9-10.3.C: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - L.VI.9-10.4.C: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Unit 7: Strategy 1

- **EVALUATING EVIDENCE**
  - RI.AA.9-10.7: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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- **RHETORICAL TECHNIQUES**
  - RI.PP.9-10.5: Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- **FACT VS. OPINION**
  - RI.AA.9-10.7: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Unit 8: Strategy 2

- **ANALYZING AUDIENCE APPEALS**
  - RI.PP.9-10.5: Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- **CENTRAL IDEAS**
  - RI.CI.9-10.2: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Unit 9: Strategy 3

- **TEXT STRUCTURES AND DEVELOPMENT**
  - RI.TS.9-10.4: Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **LOGICAL FALLACIES**
  - RI.AA.9-10.7: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Unit 10: Text Connections 1

- **PRINT AND NONPRINT TEXTS**
  - RI.MF.9-10.6: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **FOUNDATIONAL U.S. DOCUMENTS**
  - RI.CT.9-10.8: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- **THEMES ACROSS CULTURES**

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- RL.PP.9-10.5: Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

Unit 11: Text Connections 2

- **ANALYZING FICTION ACROSS MEDIUMS**
  - RL.MF.9-10.6: Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RI.MF.9-10.6: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **TRANSFORMING IDEAS**
  - RL.CT.9-10.8: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Unit 12: Text Organization 1

- **CAUSE AND EFFECT**
  - RI.IT.9-10.3: Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - RL.TS.9-10.4: Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- **COMPARE AND CONTRAST**
  - RI.IT.9-10.3: Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - RL.TS.9-10.4: Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

Unit 13: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - RI.IT.9-10.3: Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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- RL.TS.9-10.4: Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

- **FLASHBACK AND FRAMING**
  - RL.TS.9-10.4: Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

Unit 14: Sentence Structure

- **SENTENCE STRUCTURE**
  - L.KL.9-10.2.B: Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- **PARALLELISM AND VERB TENSE**
  - L.SS.9-10.1.A: Use parallel structure.

Unit 15: Clauses

- **CLAUSES**
  - L.SS.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES**
  - L.SS.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Unit 16: Phrases

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - L.SS.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **GERUND AND PARTICIPIAL PHRASES**
  - L.SS.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **APPOSITIVE AND ABSOLUTE PHRASES**
  - L.SS.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Unit 17: Punctuation

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- **COMMAS WITH PHRASES AND CLAUSES**
  - L.SS.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **COLONS AND SEMICOLONS**
  - L.SS.9-10.1.C: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - L.SS.9-10.1.D: Use a colon to introduce a list or quotation.
- **END MARKS**
  - L.KL.9-10.2.B: Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Unit 18: Contextual Clues 1

- **ROOTS, PREFIXES, AND SUFFIXES**
  - L.KL.9-10.2.A: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **USING CONTEXT CLUES**
  - L.KL.9-10.2.A: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
  - L.VL.9-10.3.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - L.VI.9-10.4.A: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Unit 19: Contextual Clues 2

- **WORD PATTERNS**
  - L.VL.9-10.3.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- **CONNOTATION AND DENOTATION**
  - L.VI.9-10.4.B: Analyze nuances in the meaning of words with similar denotations.

Unit 20: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - L.VI.9-10.4.C: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
- **SPELLING RULES**

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- L.SS.9-10.1.E: Recognize spelling conventions.

Unit 21: Using Guides

- **USING THE DICTIONARY AND THESAURUS**
  - L.VL.9-10.3.D: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify it's precise meaning, it's part of speech, or it's etymology.
  - L.VL.9-10.3.E: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **USING STYLE MANUALS**
  - W.WP.9-10.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
  - W.SE.9-10.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Unit 22: Building an Essay

- **DETERMINING APPROPRIATE ESSAY FORMAT**
  - W.WP.9-10.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **INTRODUCTIONS**
  - W.IW.9-10.2.A: 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 aid in comprehension.
- **CONCLUSIONS**
  - W.AW.9-10.1.E: Provide a concluding paragraph or section that supports the argument presented.
  - W.IW.9-10.2.F: Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 23: Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - W.IW.9-10.2.A: 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 aid in comprehension.

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- SL.II.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.UM.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

- **VISUAL AIDS**
  - SL.II.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- **WRITING AND TECHNOLOGY**
  - W.RW.9-10.7: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit 24: Narrative Writing

- **SHORT NARRATIVES**
  - W.NW.9-10.3.A: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.NW.9-10.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - W.NW.9-10.3.E: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **NARRATIVE TECHNIQUES**
  - W.NW.9-10.3.B: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.NW.9-10.3.C: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - W.NW.9-10.3.E: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Unit 25: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - W.IW.9-10.2.A: 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 aid in comprehension.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - W.IW.9-10.2.B: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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- W.IW.9-10.2.C: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- **EXPOSITORY ESSAYS**
  - W.IW.9-10.2.B: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Unit 26: Argumentative Writing 1

- **ARGUMENTATIVE CLAIMS**
  - W.AW.9-10.1.A: 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.
- **CLAIMS AND COUNTERCLAIMS**
  - W.AW.9-10.1.B: Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - W.AW.9-10.1.A: 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.

Unit 27: Argumentative Writing 2

- **TYPES OF EVIDENCE**
  - W.AW.9-10.1.B: Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- **ARGUMENTATIVE ESSAYS**
  - W.AW.9-10.1.A: 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.

Unit 28: Research

- **REFINING A RESEARCH QUESTION**
  - W.WR.9-10.5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **GATHERING INFORMATION**

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- W.SE.9-10.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

- **SYNTHESIZING IDEAS**
  - W.WR.9-10.5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **AVOIDING PLAGIARISM**
  - W.SE.9-10.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Unit 29: Revision Considerations 1

- **PREWRITING**
  - W.WP.9-10.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **UNITY AND FOCUS**
  - W.WP.9-10.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **WORDINESS AND REDUNDANCY**
  - W.WP.9-10.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Unit 30: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - W.AW.9-10.1.C: Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **MAINTAINING A FORMAL STYLE**

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- W.AW.9-10.1.D: Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.IW.9-10.2.D: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.IW.9-10.2.E: Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Unit 31: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - SL.PE.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - SL.PE.9-10.1.B: Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
  - SL.PE.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - SL.PE.9-10.1.D: Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **ANALYZING AND DEVELOPING A SPEECH**
  - SL.ES.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
  - SL.PI.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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