Pennsylvania Tutorials are designed specifically for the Pennsylvania Core Standards and the Pennsylvania Academic Standards to prepare students for the Keystone Exams and the Pennsylvania System of School Assessment (PSSA).

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

- **THEME**
  - CC.1.3.9-10.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.3.9-10.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
  - CC.1.3.9-10.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual

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evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.

- **CHARACTER TYPES**
  - CC.1.3.9-10.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **FORESHADOWING AND SUSPENSE**
  - CC.1.3.9-10.E: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create an effect.

Unit 2: Elements of Literature 2

- **PLOT**
  - CC.1.3.9-10.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **POINT OF VIEW**
  - CC.1.3.9-10.D: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- **POINT OF VIEW II**
  - CC.1.3.9-10.D: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

Unit 3: Reading Strategies 1

- **MAKING INFERENCES**
  - CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
  - CC.1.3.9-10.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual

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evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.

- CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- CC.1.3.9-10.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- CC.1.3.9-10.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- CC.1.3.9-10.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.

- **DRAWING CONCLUSIONS**
  - CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.

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- CC.1.2.9-10.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- CC.1.3.9-10.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- CC.1.2.9-10.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- CC.1.3.9-10.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- CC.1.3.9-10.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.

- **SYNTHESIZING IDEAS**
  - CC.1.4.9-10.H.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative

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Focus Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.

- CC.1.4.9-10.W: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Credibility, Reliability, and Validity of Sources 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.
- CC.1.4.9-10.V: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Conducting Research 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.

Unit 4: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - CC.1.2.9-10.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.3.9-10.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9-10.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9-10.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
  - CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual

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evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.

- CC.1.3.9-10.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.

- **DETERMINING AUTHOR'S PURPOSE**
  - CC.1.2.9-10.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors particular point of view and analyze how rhetoric advances the point of view.
  - CC.1.2.9-10.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9-10.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors particular point of view and analyze how rhetoric advances the point of view.
  - CC.1.2.9-10.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9-10.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors particular point of view and analyze how rhetoric advances the point of view.
  - CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - CC.1.2.9-10.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine a central idea of a text and

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analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- CC.1.2.9-10.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC.1.3.9-10.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC.1.2.9-10.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC.1.2.9-10.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Unit 5: Author's Voice and Method

- **ANALYZING AUTHOR'S STYLE**
  - CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
  - CC.1.2.9-10.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors particular point of view and analyze how rhetoric advances the point of view.
- **ANALYZING AUTHOR'S PERSPECTIVE**
  - CC.1.2.9-10.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors particular point of view and analyze how rhetoric advances the point of view.
- **TONE AND MOOD**

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- CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
- CC.1.3.9-10.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
- CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
- CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
- CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
- CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.

- **WORD CHOICE**
  - CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
  - CC.1.3.9-10.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
  - CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
  - CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts

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with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.

Unit 6: Strategy 1

- **EVALUATING EVIDENCE**
  - CC.1.2.9-10.H: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Evaluating Arguments Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- **RHETORICAL TECHNIQUES**
  - CC.1.2.9-10.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors particular point of view and analyze how rhetoric advances the point of view.
  - CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
- **FACT VERSUS OPINION**
  - CC.1.2.9-10.H: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Evaluating Arguments Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

Unit 7: Strategy 2

- **CENTRAL IDEAS**
  - CC.1.2.9-10.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9-10.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9-10.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Apply appropriate strategies to

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analyze, interpret, and evaluate how an 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.

- CC.1.2.9-10.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure 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**
  - CC.1.2.9-10.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure 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**
  - CC.1.2.9-10.H: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Evaluating Arguments Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- **LITERARY ANALYSIS PARAGRAPHS**
  - CC.1.4.9-10.S: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Response to Literature Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
  - CC.1.4.9-10.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Write with a sharp distinct focus, identifying topic, task, and audience.
  - CC.1.4.9-10.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

Unit 8: Text Connections 1

- **FOUNDATIONAL U.S. DOCUMENTS I**
  - CC.1.2.9-10.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors particular point of view and analyze how rhetoric advances the point of view.

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- CC.1.2.9-10.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media 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.
- CC.1.2.9-10.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

- **PRINT AND NONPRINT TEXTS**
  - CC.1.2.9-10.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media 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.

Unit 9: Text Connections 2

- **ANALYZING FICTION ACROSS MEDIUMS**
  - CC.1.3.9-10.G: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Sources of Information Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
  - CC.1.3.9-10.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
  - CC.1.3.9-10.K: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Range of Reading Read and comprehend literary fiction on grade level, reading independently and proficiently.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - CC.1.2.9-10.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media 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.
  - CC.1.2.9-10.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts

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with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media 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.

- CC.1.2.9-10.L: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Range of Reading Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

- **TRANSFORMING IDEAS**
  - CC.1.3.9-10.H: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Unit 10: Text Organization

- **CAUSE AND EFFECT**
  - CC.1.2.9-10.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **COMPARE AND CONTRAST**
  - CC.1.2.9-10.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- **CHRONOLOGY AND SEQUENCING**
  - CC.1.2.9-10.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
  - CC.1.2.9-10.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events,

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including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- CC.1.3.9-10.E: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- CC.1.2.9-10.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- CC.1.3.9-10.E: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- CC.1.2.9-10.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- CC.1.3.9-10.E: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- CC.1.4.9-10.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **FLASHBACK AND FRAMING**
  - CC.1.3.9-10.E: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze how an authors choices concerning how to structure a text, order events within it, and manipulate time create an effect.

Unit 11: Sentence Structure 1

- **SENTENCE STRUCTURE**

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- CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9-10.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **CLAUSES**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use various types of phrases and clauses to convey meaning and add variety and interest.
- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **PREPOSITIONAL AND INFINITIVE PHRASES**

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- CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9-10.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use various types of phrases and clauses to convey meaning and add variety and interest.

Unit 12: Sentence Structure 2

- **GERUND AND PARTICIPIAL PHRASES**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use various types of phrases and clauses to convey meaning and add variety and interest.
- **APPOSITIVE AND ABSOLUTE PHRASES**
  - CC.1.4.9-10.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use various types of phrases and clauses to convey meaning and add variety and interest.
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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- **PARALLELISM AND VERB TENSE**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.Q.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use parallel structure.
  - CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 13: Sentence Style 1

- **SUBJECT-VERB AGREEMENT**
  - CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **MODIFIERS**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory

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Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 14: Sentence Style 2

- **PRONOUN-ANTECEDENT AGREEMENT**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **PRONOUN CASE**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **PRONOUN SHIFTS AND AMBIGUITY**
  - CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory

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Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 15: Punctuation

- **COLONS AND SEMICOLONS**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **COMMAS WITH PHRASES AND CLAUSES**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **END MARKS**
  - CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory

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Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **DASHES AND HYPHENS**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 16: Contextual Clues

- **USING CONTEXTUAL CLUES**
  - CC.1.2.9-10.K: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
  - CC.1.3.9-10.I: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
  - CC.1.2.9-10.K: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - CC.1.2.9-10.K: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

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- CC.1.3.9-10.I: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

- **CONNOTATION AND DENOTATION**
  - CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
  - CC.1.3.9-10.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.

Unit 17: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - CC.1.4.9-10.E.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - CC.1.4.9-10.K.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - CC.1.3.9-10.J: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
  - CC.1.3.9-10.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
  - CC.1.5.9-10.G: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Conventions of Standard English

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Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.

- CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.
- CC.1.2.9-10.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Analyze how words and phrases shape meaning and tone in texts.

- **SPELLING RULES**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **NOUNS AND CAPITALIZATION**
  - CC.1.4.9-10.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.9-10.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 18: Building an Essay 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - CC.1.4.9-10.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **INTRODUCTIONS**

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- CC.1.4.9-10.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Write with a sharp distinct focus, identifying topic, task, and audience.

- **CONCLUSIONS**
  - CC.1.4.9-10.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Unit 19: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - CC.1.5.9-10.C: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Evaluating Information Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
  - CC.1.4.9-10.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.5.9-10.F: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Integration of Knowledge and Ideas Multimedia Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **WRITING AND TECHNOLOGY**
  - CC.1.4.9-10.U: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Technology and Publication Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
- **SHORT NARRATIVES**
  - CC.1.4.9-10.M: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Write narratives to develop real or imagined experiences or events.
  - CC.1.4.9-10.N: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Focus Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

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- CC.1.4.9-10.O: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Content Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **NARRATIVE TECHNIQUES**
  - CC.1.4.9-10.O: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Content Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
  - CC.1.4.9-10.M: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Write narratives to develop real or imagined experiences or events.
  - CC.1.4.9-10.N: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Focus Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
  - CC.1.4.9-10.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Unit 20: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - CC.1.4.9-10.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Write with a sharp distinct focus, identifying topic, task, and audience.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - CC.1.4.9-10.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Write with a sharp distinct focus, identifying topic, task, and audience.
  - CC.1.4.9-10.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content

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Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

- CC.1.4.9-10.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- CC.1.4.9-10.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

- **EXPOSITORY ESSAYS**
  - CC.1.4.9-10.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.4.9-10.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
  - CC.1.4.9-10.A: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Unit 21: Argumentative Writing

- **ARGUMENTATIVE CLAIMS**
  - CC.1.4.9-10.H.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.
- **CLAIMS AND COUNTERCLAIMS**
  - CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual

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evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.

- CC.1.4.9-10.G: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.9-10.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.
- CC.1.2.9-10.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an authors explicit assumptions and beliefs about a subject.
- CC.1.4.9-10.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - CC.1.4.9-10.H.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.
  - CC.1.4.9-10.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.
  - CC.1.2.9-10.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Determine an authors particular point of view and analyze how rhetoric advances the point of view.
  - CC.1.2.9-10.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

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- **ARGUMENTATIVE ESSAYS**
  - CC.1.4.9-10.H.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.
  - CC.1.4.9-10.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.
  - CC.1.4.9-10.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

Unit 22: Research

- **REFINING A RESEARCH QUESTION**
  - CC.1.4.9-10.V: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Conducting Research 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.
  - CC.1.4.9-10.W: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Credibility, Reliability, and Validity of Sources 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.
- **GATHERING INFORMATION**
  - CC.1.4.9-10.W: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Credibility, Reliability, and Validity of Sources 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.
- **AVOIDING PLAGIARISM**

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- CC.1.4.9-10.W: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Credibility, Reliability, and Validity of Sources Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Unit 23: Revision Considerations 1

- **PREWRITING**
  - CC.1.4.9-10.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
  - CC.1.4.9-10.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
  - CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **UNITY AND FOCUS**
  - CC.1.4.9-10.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Write with a sharp distinct focus, identifying topic, task, and audience.
  - CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WORDINESS AND REDUNDANCY**
  - CC.1.4.9-10.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,

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and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

- CC.1.4.9-10.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 24: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - CC.1.4.9-10.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
  - CC.1.4.9-10.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- **MAINTAINING A FORMAL STYLE**
  - CC.1.4.9-10.E.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - CC.1.4.9-10.K.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - CC.1.2.9-10.J: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - CC.1.4.9-10.K.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write

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with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- CC.1.4.9-10.E.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Unit 25: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - CC.1.5.9-10.A: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Collaborative Discussion Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.
- **ANALYZING AND DEVELOPING A SPEECH**
  - CC.1.5.9-10.B: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Critical Listening Evaluate a speakers perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
  - CC.1.5.9-10.D: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Presentation of Knowledge and Ideas Purpose, Audience, and Task Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
  - CC.1.5.9-10.E: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Presentation of Knowledge and Ideas Context Adapt speech to a variety of contexts and tasks.

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