Kentucky Tutorials are designed specifically for the Kentucky Academic Standards to prepare students for the K-PREP, EOC exams, ACT, and ACT Plan.

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

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

Unit 1: Elements of Literature 1

- **IMAGERY**
  - RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - C.9-10.3e: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- **FIGURATIVE LANGUAGE**
  - RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

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- L.9-10.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.

- **THEME**
  - RL.9-10.2: 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.
  - RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
  - RL.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 2: Elements of Literature 2

- **CONFLICT**
  - RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
- **CHARACTER TYPES**
  - RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
- **FORESHADOWING AND SUSPENSE**
  - RL.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

Unit 3: Reading Strategies 1

- **MAKING INFERENCES**
  - RL.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **DRAWING CONCLUSIONS**
  - RL.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.9-10.2: 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.

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- RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
- RL.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
- RI.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2: Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
- RI.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
- RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

- **SYNTHESIZING IDEAS**
  - RL.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
  - RI.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
  - C.9-10.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
  - C.9-10.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
  - C.9-10.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
  - RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work.

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- C.9-10.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- C.9-10.5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
- C.9-10.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Unit 4: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - RL.9-10.2: 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.
  - RI.9-10.2: Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
  - RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
  - RL.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **DETERMINING AUTHOR'S PURPOSE**
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.2: Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
  - RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

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- RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - RL.9-10.2: 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.
  - RL.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
  - RI.9-10.2: Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
  - RI.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

Unit 5: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - RL.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
  - RL.9-10.6: Analyze a particular authors perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.
  - RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

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- RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

- **ANALYZING AUTHOR'S PERSPECTIVE**
  - RL.9-10.6: Analyze a particular authors perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.
  - RL.9-10.6: Analyze a particular authors perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RL.9-10.6: Analyze a particular authors perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RL.9-10.6: Analyze a particular authors perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.

Unit 6: Author's Voice and Method 2

- **TONE AND MOOD**
  - RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
  - RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

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- L.9-10.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.
- RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

- **WORD CHOICE**
  - RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - L.9-10.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.
  - L.9-10.5b: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
  - C.9-10.2f: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

Unit 7: Strategy 1

- **EVALUATING EVIDENCE**
  - RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
  - RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
  - RI.9-10.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.
  - RI.9-10.5: 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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- RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

- **RHETORICAL TECHNIQUES**
  - RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- **FACT VERSUS OPINION**
  - RI.9-10.2: Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
  - RI.9-10.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.
  - RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
  - RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
  - C.9-10.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Unit 8: Strategy 2

- **ANALYZING AUDIENCE APPEALS**

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- RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.9-10.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.
- RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
- RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

- **CENTRAL IDEAS**
  - RL.9-10.2: 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.
  - RI.9-10.2: Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
  - RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
  - RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.

Unit 9: Strategy 3

- **TEXT STRUCTURES AND DEVELOPMENT**
  - RI.9-10.2: Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
  - RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
  - RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
  - RI.9-10.5: 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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- RI.9-10.5: 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**
  - RI.9-10.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.
  - RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- **ANALYZING AND DEVELOPING A SPEECH**
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.
  - C.9-10.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - C.9-10.1e: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a task appropriate writing style.
  - C.9-10.2a: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Produce writing in which the development and organization are appropriate to task and purpose.
  - C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - C.9-10.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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- C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
- C.9-10.2h: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 10: Text Connections 1

- **PRINT AND NONPRINT TEXTS**
  - RI.9-10.7: Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.
- **FOUNDATIONAL U.S. DOCUMENTS**
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.9: Analyze documents of historical and literary significance, including how they address related themes and concepts.
  - RI.9-10.7: Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.
- **THEMES ACROSS CULTURES**
  - RL.9-10.2: 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.
  - RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

Unit 11: Text Connections 2

- **ANALYZING FICTION ACROSS MEDIUMS**
  - RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
  - RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RI.9-10.7: Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.
- **TRANSFORMING IDEAS**

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- RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work.

Unit 12: Text Organization 1

- **CAUSE AND EFFECT**
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
  - RL.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
  - RI.9-10.2: Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
  - RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
  - RI.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
  - RL.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
- **COMPARE AND CONTRAST**
  - RL.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
  - RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
  - RI.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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- RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
- RI.9-10.2: Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

Unit 13: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
  - RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
- **FLASHBACK AND FRAMING**
  - RL.9-10.5: Analyze how an authors choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

Unit 14: Sentence Structure 1

- **SENTENCE STRUCTURE**
  - L.9-10.1b: In both written and oral expression: Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - C.9-10.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.9-10.2h: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.9-10.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to

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introducing an idea and/or supporting a claim. 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.

- **CLAUSES**
  - L.9-10.1b: In both written and oral expression: Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**
  - L.9-10.1b: In both written and oral expression: Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - C.9-10.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.9-10.2h: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.9-10.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. 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.
  - C.9-10.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Unit 15: Sentence Structure 2

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - L.9-10.1b: In both written and oral expression: Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **GERUND AND PARTICIPIAL PHRASES**
  - L.9-10.1b: In both written and oral expression: Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses

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(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Unit 16: Sentence Structure 3

- **APPOSITIVE AND ABSOLUTE PHRASES**
  - L.9-10.1b: In both written and oral expression: Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **PARALLELISM AND VERB TENSE**
  - L.9-10.1a: In both written and oral expression: Demonstrate appropriate use of parallel structure.
  - C.9-10.2h: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 17: Punctuation

- **COLONS AND SEMICOLONS**
  - L.9-10.2a: When writing: Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.
  - L.9-10.2b: When writing: Demonstrate appropriate use of a colon to introduce a list or quotation.
- **COMMAS WITH PHRASES AND CLAUSES**
  - L.9-10.1b: In both written and oral expression: Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Unit 18: Contextual Clues 1

- **USING CONTEXTUAL CLUES**
  - RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - L.9-10.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Use context (e.g., the overall meaning of a sentence, paragraph or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

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- L.9-10.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Use context (e.g., the overall meaning of a sentence, paragraph or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - L.9-10.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.
  - RI.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - L.9-10.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Use context (e.g., the overall meaning of a sentence, paragraph or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

Unit 19: Contextual Clues 2

- **WORD PATTERNS**
  - L.9-10.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **CONNOTATION AND DENOTATION**
  - RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - L.9-10.5b: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

Unit 20: Usage 1

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- **FORMAL AND INFORMAL LANGUAGE**
  - RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
  - C.9-10.2f: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - L.9-10.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - C.9-10.1e: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a task appropriate writing style.
  - C.9-10.2e: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - RI.9-10.7: Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.
  - C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
- **USING THE DICTIONARY AND THESAURUS**
  - L.9-10.4c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - L.9-10.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Unit 21: Usage 2

- **USING STYLE GUIDES**
  - C.9-10.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
  - L.9-10.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- **SPELLING RULES**
  - L.9-10.2c: When writing: Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
  - L.9-10.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

Unit 22: Building an Essay 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - C.9-10.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.9-10.2a: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Produce writing in which the development and organization are appropriate to task and purpose.
  - C.9-10.3a: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
- **INTRODUCTIONS**
  - C.9-10.2b: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
  - C.9-10.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

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- C.9-10.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- C.9-10.2a: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Produce writing in which the development and organization are appropriate to task and purpose.

- **CONCLUSIONS**
  - C.9-10.1f: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
  - C.9-10.2g: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - C.9-10.3f: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Provide a conclusion that explicitly connects the narratives relevance to the intended purpose of the writing.
  - C.9-10.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Unit 23: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - C.9-10.2b: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
  - C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
  - C.9-10.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
  - C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended

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definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.

- C.9-10.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- C.9-10.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **WRITING AND TECHNOLOGY**
  - C.9-10.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
  - RI.9-10.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.
  - C.9-10.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Unit 24: Narrative Writing

- **SHORT NARRATIVES**
  - C.9-10.3a: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
  - C.9-10.3b: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - C.9-10.3c: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
  - C.9-10.3d: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

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- C.9-10.3f: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Provide a conclusion that explicitly connects the narratives relevance to the intended purpose of the writing.
- C.9-10.3e: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- C.9-10.3f: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Provide a conclusion that explicitly connects the narratives relevance to the intended purpose of the writing.
- C.9-10.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. 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**
  - C.9-10.3a: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
  - C.9-10.3b: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - C.9-10.3c: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
  - C.9-10.3d: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - C.9-10.3f: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Provide a conclusion that explicitly connects the narratives relevance to the intended purpose of the writing.

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- C.9-10.3f: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Provide a conclusion that explicitly connects the narratives relevance to the intended purpose of the writing.
- C.9-10.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. 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 25: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - C.9-10.2a: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Produce writing in which the development and organization are appropriate to task and purpose.
  - C.9-10.2b: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - C.9-10.2a: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Produce writing in which the development and organization are appropriate to task and purpose.
  - C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
  - C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
  - C.9-10.2d: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.

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- C.9-10.2b: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- C.9-10.2g: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- **EXPOSITORY ESSAYS**
  - C.9-10.2b: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
  - C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
  - C.9-10.2g: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - C.9-10.2a: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Produce writing in which the development and organization are appropriate to task and purpose.
  - RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

Unit 26: Argumentative Writing 1

- **ARGUMENTATIVE CLAIMS**
  - C.9-10.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.9-10.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.

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- **CLAIMS AND COUNTERCLAIMS**
  - RI.9-10.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.
  - C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - RI.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - C.9-10.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.9-10.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.9-10.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
  - C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - C.9-10.1e: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a task appropriate writing style.
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - C.9-10.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.9-10.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the

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claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.

- C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- C.9-10.1d: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- RI.9-10.5: Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- RI.9-10.6: Determine an authors point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- C.9-10.1f: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
- C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

Unit 27: Argumentative Writing 2

- **TYPES OF EVIDENCE**
  - C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
  - RI.9-10.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.

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- C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
- C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.

- **ARGUMENTATIVE ESSAYS**
  - C.9-10.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
  - C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - C.9-10.1f: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
  - C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - C.9-10.1d: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.

Unit 28: Research

- **REFINING A RESEARCH QUESTION**

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

- **GATHERING INFORMATION**
  - C.9-10.5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - C.9-10.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **AVOIDING PLAGIARISM**
  - C.9-10.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
  - C.9-10.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
  - L.9-10.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Unit 29: Revision Considerations 1

- **PREWRITING**
  - C.9-10.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.9-10.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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- C.9-10.2a: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Produce writing in which the development and organization are appropriate to task and purpose.
- C.9-10.2b: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- C.9-10.2h: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- C.9-10.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. 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**
  - C.9-10.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
  - C.9-10.2b: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
  - C.9-10.2h: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.9-10.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - C.9-10.1d: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Link the major sections of the text cohesively,

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and clarify the relationships among claim(s), counterclaims, reasons and evidence.

- C.9-10.1f: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
- C.9-10.2c: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
- C.9-10.2d: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- C.9-10.2g: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- **WORDINESS AND REDUNDANCY**
  - C.9-10.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.9-10.2e: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - C.9-10.2h: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.9-10.3e: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
  - C.9-10.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Develop and strengthen writing as needed by

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planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- C.9-10.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Unit 30: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - C.9-10.1d: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.
  - C.9-10.2d: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
  - C.9-10.3d: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - L.9-10.1b: In both written and oral expression: Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - L.9-10.2a: When writing: Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.
  - C.9-10.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. 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.
  - C.9-10.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.9-10.2h: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **MAINTAINING A FORMAL STYLE**

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- C.9-10.1e: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a task appropriate writing style.
- C.9-10.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- C.9-10.2f: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- C.9-10.2h: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- C.9-10.2e: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- L.9-10.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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