Massachusetts Tutorials are designed specifically for the Learning Standards found in the Massachusetts Curriculum Frameworks to prepare students for the MCAS tests.

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: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.
  - W.9-10.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
- **FIGURATIVE LANGUAGE**
  - RL.9-10.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.

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- RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
- L.9-10.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- **THEME**
  - RL.9-10.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
  - RL.9-10.3: Reading Reading Literature Key Ideas and Details Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
  - RL.9-10.1: Reading Reading Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

Unit 2: Elements of Literature 2

- **CONFLICT**
  - RL.9-10.3: Reading Reading Literature Key Ideas and Details Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
  - RL.9-10.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **CHARACTER TYPES**
  - RL.9-10.3: Reading Reading Literature Key Ideas and Details Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
  - RL.9-10.10: Reading Reading Literature Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)
- **FORESHADOWING AND SUSPENSE**
  - RL.9-10.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Unit 3: Reading Strategies 1

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- **MAKING INFERENCES**
  - RL.9-10.1: Reading Reading Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
  - RI.9-10.1: Reading Reading Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
- **DRAWING CONCLUSIONS**
  - RL.9-10.1: Reading Reading Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
  - RI.9-10.1: Reading Reading Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
  - RI.9-10.3: Reading Reading Informational Text Key Ideas and Details Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.
- **SYNTHESIZING IDEAS**
  - W.9-10.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.8: Writing Research to Build and Present Knowledge When conducting research, 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.
  - W.9-10.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 4: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - RL.9-10.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
  - RI.9-10.2: Reading Reading Informational Text Key Ideas and Details Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
  - RI.9-10.3: Reading Reading Informational Text Key Ideas and Details Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they

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are introduced and developed, and the presence or absence of connections between them.

- RL.9-10.1: Reading Reading Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
- RI.9-10.1: Reading Reading Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

- **DETERMINING AUTHOR'S PURPOSE**
  - RI.9-10.3: Reading Reading Informational Text Key Ideas and Details Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.
  - RI.9-10.5: Reading Reading Informational Text Craft and Structure Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - RI.9-10.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.2: Reading Reading Informational Text Key Ideas and Details Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
  - RI.9-10.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.1: Reading Reading Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - RL.9-10.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
  - RI.9-10.2: Reading Reading Informational Text Key Ideas and Details Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
  - RL.9-10.7: Reading Reading Literature Integration of Knowledge and Ideas Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

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- RI.9-10.3: Reading Reading Informational Text Key Ideas and Details Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.
- RI.9-10.9: Reading Reading Informational Text Integration of Knowledge and Ideas Analyze seminal documents of historical and literary significance (e.g., Washingtons Farewell Address, Lincolns Second Inaugural and Gettysburg Addresses, Roosevelts Four Freedoms speech, Kings Letter from Birmingham Jail), including how they address related themes and concepts.

Unit 5: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - RL.9-10.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
  - RI.9-10.5: Reading Reading Informational Text Craft and Structure Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
  - RI.9-10.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **ANALYZING AUTHOR'S PERSPECTIVE**
  - RI.9-10.5: Reading Reading Informational Text Craft and Structure Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - RI.9-10.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - RI.9-10.8: Reading Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.

Unit 6: Author's Voice and Method 2

- **TONE AND MOOD**
  - RL.9-10.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple

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meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.

- RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
- RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
- RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
- W.9-10.1.d: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2.e: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

- **WORD CHOICE**
  - RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
  - W.9-10.1.d: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - W.9-10.2.d: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and

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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.

- W.9-10.2.e: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- L.9-10.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.
- RL.9-10.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.
- RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
- RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
- L.9-10.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Unit 7: Strategy 1

- **EVALUATING EVIDENCE**
  - RL.9-10.1: Reading Reading Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
  - RI.9-10.1: Reading Reading Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
  - RI.9-10.8: Reading Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.
  - W.9-10.8: Writing Research to Build and Present Knowledge When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches

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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.

- SL.9-10.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
- SL.9-10.3: Speaking and Listening Comprehension and Collaboration Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- **RHETORICAL TECHNIQUES**
  - RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
  - RI.9-10.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **FACT VERSUS OPINION**
  - RI.9-10.8: Reading Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.
  - W.9-10.8: Writing Research to Build and Present Knowledge When conducting research, 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.
  - W.9-10.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 910 Standards for Reading Literature or Reading Informational Text as needed.
  - SL.9-10.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
  - SL.9-10.3: Speaking and Listening Comprehension and Collaboration Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 8: Strategy 2

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- **ANALYZING AUDIENCE APPEALS**
  - RI.9-10.8: Reading Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.
  - RI.9-10.5: Reading Reading Informational Text Craft and Structure Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - RI.9-10.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - W.9-10.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.1.c: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **CENTRAL IDEAS**
  - RL.9-10.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
  - RI.9-10.2: Reading Reading Informational Text Key Ideas and Details Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
  - RI.9-10.3: Reading Reading Informational Text Key Ideas and Details Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.
  - RI.9-10.5: Reading Reading Informational Text Craft and Structure Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Unit 9: Strategy 3

- **TEXT STRUCTURES AND DEVELOPMENT**
  - RI.9-10.5: Reading Reading Informational Text Craft and Structure Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a

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text (e.g., a section or chapter).

- RI.9-10.3: Reading Reading Informational Text Key Ideas and Details Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.
- RI.9-10.5: Reading Reading Informational Text Craft and Structure Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- W.9-10.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
- W.9-10.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.

- **LOGICAL FALLACIES**
  - RI.9-10.8: Reading Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.
  - W.9-10.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 910 Standards for Reading Literature or Reading Informational Text as needed.
  - SL.9-10.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
  - SL.9-10.3: Speaking and Listening Comprehension and Collaboration Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 10: Text Connections 1

- **PRINT AND NONPRINT TEXTS**
  - RI.9-10.7: Reading Reading Informational Text Integration of Knowledge and Ideas Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized or deemphasized in each account.
- **FOUNDATIONAL U.S. DOCUMENTS**

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- RI.9-10.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.9-10.7: Reading Reading Informational Text Integration of Knowledge and Ideas Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized or deemphasized in each account.
- RI.9-10.9: Reading Reading Informational Text Integration of Knowledge and Ideas Analyze seminal documents of historical and literary significance (e.g., Washingtons Farewell Address, Lincolns Second Inaugural and Gettysburg Addresses, Roosevelts Four Freedoms speech, Kings Letter from Birmingham Jail), including how they address related themes and concepts.

- **THEMES ACROSS CULTURES**
  - RL.9-10.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
  - RL.9-10.6: Reading Reading Literature Craft and Structure Analyze a case in which a characters point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

Unit 11: Text Connections 2

- **ANALYZING FICTION ACROSS MEDIUMS**
  - RL.9-10.7: Reading Reading Literature Integration of Knowledge and Ideas Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.
  - RL.9-10.10: Reading Reading Literature Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RI.9-10.7: Reading Reading Informational Text Integration of Knowledge and Ideas Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized or deemphasized in each account.
  - RI.9-10.10: Reading Reading Informational Text Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
- **TRANSFORMING IDEAS**
  - RL.9-10.6: Reading Reading Literature Craft and Structure Analyze a case in which a characters point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

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- RL.9-10.9: Reading Reading Literature Integration of Knowledge and Ideas Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- W.9-10.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 910 Standards for Reading Literature or Reading Informational Text as needed.

Unit 12: Text Organization 1

- **CAUSE AND EFFECT**
  - RI.9-10.3: Reading Reading Informational Text Key Ideas and Details Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.
  - RL.9-10.3: Reading Reading Literature Key Ideas and Details Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **COMPARE AND CONTRAST**
  - RL.9-10.7: Reading Reading Literature Integration of Knowledge and Ideas Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.
  - RL.9-10.9: Reading Reading Literature Integration of Knowledge and Ideas Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
  - RI.9-10.3: Reading Reading Informational Text Key Ideas and Details Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.
  - W.9-10.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 910 Standards for Reading Literature or Reading Informational Text as needed.

Unit 13: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - RI.9-10.3: Reading Reading Informational Text Key Ideas and Details Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.
  - W.9-10.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - RL.9-10.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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- RL.9-10.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- **FLASHBACK AND FRAMING**
  - RL.9-10.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Unit 14: Sentence Structure

- **SENTENCE STRUCTURE**
  - L.9-10.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - L.9-10.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **PARALLELISM AND VERB TENSE**
  - W.9-10.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 910).
  - L.9-10.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
  - L.9-10.1.c: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.

Unit 15: Clauses

- **CLAUSES**

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- L.9-10.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
- L.9-10.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**
  - L.9-10.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
  - L.9-10.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Unit 16: Phrases

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - L.9-10.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
  - L.9-10.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **GERUND AND PARTICIPIAL PHRASES**

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- L.9-10.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

- **APPOSITIVE AND ABSOLUTE PHRASES**
  - L.9-10.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - L.9-10.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

Unit 17: Punctuation

- **COLONS AND SEMICOLONS**
  - L.9-10.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - L.9-10.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a colon to introduce a list or quotation.
- **COMMAS WITH PHRASES AND CLAUSES**
  - L.9-10.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
  - L.9-10.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language

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skills learned in previous grades. Sentence Structure, Variety, and Meaning Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- W.9-10.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 910).

- **END MARKS**
  - L.9-10.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a colon to introduce a list or quotation.

Unit 18: Contextual Clues 1

- **USING CONTEXTUAL CLUES**
  - RL.9-10.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.
  - RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
  - L.9-10.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range 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.
  - L.9-10.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - L.9-10.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - L.9-10.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.
  - RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g.,

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how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).

- L.9-10.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range 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.
- L.9-10.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - L.9-10.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - RL.9-10.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.
  - RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
  - L.9-10.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range 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**
  - W.9-10.5.b: Writing Production and Distribution of Writing 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. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 46 up to and including grades 910).
  - L.9-10.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range 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.
  - L.9-10.4.b: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly

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from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

- L.9-10.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- **CONNOTATION AND DENOTATION**
  - RL.9-10.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.
  - RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
  - L.9-10.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
  - RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).

Unit 20: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - SL.9-10.6: Speaking and Listening Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
  - RL.9-10.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.
  - RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
  - W.9-10.1.d: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a style appropriate to audience

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and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

- W.9-10.2.e: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.5.b: Writing Production and Distribution of Writing 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. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 46 up to and including grades 910).
- L.9-10.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.
- RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).
- RI.9-10.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an authors word choice varies from one part of a text to another).

- **SPELLING RULES**
  - L.9-10.2.c: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

Unit 21: Using Guides

- **USING THE DICTIONARY AND THESAURUS**
  - L.9-10.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - L.9-10.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly

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from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- L.9-10.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- L.9-10.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.
- L.9-10.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- L.9-10.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- **USING STYLE GUIDES**
  - L.9-10.3.a: Language Knowledge of Language 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 (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

Unit 22: Building an Essay

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - W.9-10.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **INTRODUCTIONS**
  - W.9-10.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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

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connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **CONCLUSIONS**
  - W.9-10.1.e: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.2.f: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 (e.g., articulating implications or the significance of the topic).

Unit 23: Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - W.9-10.6: Writing Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
  - SL.9-10.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
  - W.9-10.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - SL.9-10.5: Speaking and Listening Presentation of Knowledge and Ideas Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **WRITING AND TECHNOLOGY**
  - W.9-10.6: Writing Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
  - RI.9-10.8: Reading Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.

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Unit 24: Narrative Writing

- **SHORT NARRATIVES**
  - W.9-10.3.b: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.9-10.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.9-10.3.a: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. 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 an appropriate progression of experiences or events.
- **NARRATIVE TECHNIQUES**
  - W.9-10.3.a: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. 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 an appropriate progression of experiences or events.
  - W.9-10.3.b: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.9-10.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - W.9-10.3.e: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Unit 25: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - W.9-10.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**

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- W.9-10.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.
- W.9-10.2.c: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.
- W.9-10.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **EXPOSITORY ESSAYS**
  - W.9-10.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.
  - W.9-10.2.f: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 (e.g., articulating implications or the significance of the topic).
  - W.9-10.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - RI.9-10.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or 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**

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- W.9-10.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
- W.9-10.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
- W.9-10.1.c: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- **CLAIMS AND COUNTERCLAIMS**
  - RI.9-10.8: Reading Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.
  - RI.9-10.1: Reading Reading Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
  - W.9-10.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.1.c: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major

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sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - W.9-10.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.9-10.5: Reading Reading Informational Text Craft and Structure Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - RI.9-10.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - W.9-10.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.1.c: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Unit 27: Argumentative Writing 2

- **TYPES OF EVIDENCE**
  - W.9-10.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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

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evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

- W.9-10.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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**
  - W.9-10.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
  - W.9-10.1.e: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.

Unit 28: Research

- **REFINING A RESEARCH QUESTION**
  - W.9-10.7: Writing Research to Build and Present Knowledge 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.
  - W.9-10.8: Writing Research to Build and Present Knowledge When conducting research, 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**
  - W.9-10.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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,

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

- W.9-10.7: Writing Research to Build and Present Knowledge 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.
- W.9-10.8: Writing Research to Build and Present Knowledge When conducting research, 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**
  - W.9-10.8: Writing Research to Build and Present Knowledge When conducting research, 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 29: Revision Considerations 1

- **PREWRITING**
  - W.9-10.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - W.9-10.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.9-10.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 910).

- **UNITY AND FOCUS**
  - W.9-10.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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- W.9-10.2.c: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.
- W.9-10.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 910).
- L.9-10.3.b: Language Knowledge of Language 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. Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).

- **WORDINESS AND REDUNDANCY**
  - W.9-10.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
  - W.9-10.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 910).
  - W.9-10.5.b: Writing Production and Distribution of Writing 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. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 46 up to and including grades 910).
  - L.9-10.3.b: Language Knowledge of Language 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. Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).
  - W.9-10.5.b: Writing Production and Distribution of Writing 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. Demonstrate the ability to select accurate

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vocabulary appropriate for audience, purpose, and style (as described in Language Standards 46 up to and including grades 910).

Unit 30: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - W.9-10.1.c: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - W.9-10.2.c: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.
  - L.9-10.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - W.9-10.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 910).
- **MAINTAINING A FORMAL STYLE**
  - W.9-10.1.d: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - W.9-10.2.e: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - W.9-10.5.b: Writing Production and Distribution of Writing 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. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 46 up to and including grades 910).

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- W.9-10.2.d: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.

Unit 31: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - SL.9-10.1.a: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - SL.9-10.1.b: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - SL.9-10.1.c: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - SL.9-10.1.d: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **ANALYZING AND DEVELOPING A SPEECH**
  - SL.9-10.3: Speaking and Listening Comprehension and Collaboration Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
  - SL.9-10.4: Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.
  - SL.9-10.6: Speaking and Listening Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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