

Georgia Tutorials are designed specifically for the Georgia Standards of Excellence and the Georgia Performance Standards to prepare students for the Georgia Milestones.

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.

## 1. ELEMENTS OF LITERATURE 1

### • IMAGERY

- **ELAGSE9-10RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
- **ELAGSE9-10W3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### • FIGURATIVE LANGUAGE

- **ELAGSE9-10RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
- **ELAGSE9-10L5.a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- **ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### • THEME

- **ELAGSE9-10RL2** Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **ELAGSE9-10RL3** 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.
- **ELAGSE9-10RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## 2. ELEMENTS OF LITERATURE 2

- **CONFLICT**

- **ELAGSE9-10RL3** 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.

- **CHARACTER TYPES**

- **ELAGSE9-10RL3** 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.
- **ELAGSE9-10RL10a** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **ELAGSE9-10RL10b** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- **FORESHADOWING AND SUSPENSE**

- **ELAGSE9-10RL5** Analyze how an author's 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.

### 3. READING STRATEGIES 1

- **MAKING INFERENCES**

- **ELAGSE9-10RII** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE9-10RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **DRAWING CONCLUSIONS**

- **ELAGSE9-10RII** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE9-10RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE9-10RI3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- **SYNTHESIZING IDEAS**

- **ELAGSE9-10WI.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **ELAGSE9-10WB** 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.
- **ELAGSE9-10W7** 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.

### 4. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **ELAGSE9-10RII** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE9-10RL2** Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **ELAGSE9-10RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE9-10RI2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- **DETERMINING AUTHOR'S PURPOSE**

- **ELAGSE9-10RI6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **ELAGSE9-10RI5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **ELAGSE9-10RI3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **ELAGSE9-10RI2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **ELAGSE9-10RI1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- **ELAGSE9-10RI2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **ELAGSE9-10RL2** Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **ELAGSE9-10RI9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.
- **ELAGSE9-10RI3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

## 5. AUTHOR'S VOICE AND METHOD 1

- **ANALYZING AUTHOR'S STYLE**

- **ELAGSE9-10W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ELAGSE9-10RI5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **ELAGSE9-10RL5** Analyze how an author's 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.

- **ANALYZING AUTHOR'S PERSPECTIVE**

- **ELAGSE9-10RI6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **ELAGSE9-10RI5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **ELAGSE9-10RI8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

## 6. AUTHOR'S VOICE AND METHOD 2

- **TONE AND MOOD**

- **ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **ELAGSE9-10RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
- **ELAGSE9-10W2.e** Establish and maintain an appropriate style and objective tone.

- **ELAGSE9-10W1.d** Establish and maintain an appropriate style and objective tone.

- **WORD CHOICE**

- **ELAGSE9-10W2.e** Establish and maintain an appropriate style and objective tone.
- **ELAGSE9-10W2.d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **ELAGSE9-10W1.d** Establish and maintain an appropriate style and objective tone.
- **ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

## 7. STRATEGY 1

- **EVALUATING EVIDENCE**

- **ELAGSE9-10W9.b** Apply grades 9–10 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- **ELAGSE9-10SL2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **ELAGSE9-10SL3** Evaluate and/or reflect on a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **ELAGSE9-10RI8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **ELAGSE9-10RII** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE9-10RI1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **RHETORICAL TECHNIQUES**

- **ELAGSE9-10RI6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- **FACT VERSUS OPINION**

- **ELAGSE9-10W9.b** Apply grades 9–10 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- **ELAGSE9-10SL2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **ELAGSE9-10SL3** Evaluate and/or reflect on a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **ELAGSE9-10W8** 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.
- **ELAGSE9-10RI8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

## 8. STRATEGY 2

- **ANALYZING AUDIENCE APPEALS**

- **ELAGSE9-10RI8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid

and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- **ELAGSE9-10W1.b** 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 audience's knowledge level and concerns.

- **CENTRAL IDEAS**

- **ELAGSE9-10RI2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **ELAGSE9-10RL2** Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **ELAGSE9-10RI5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **ELAGSE9-10RI3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

## 9. STRATEGY 3

- **TEXT STRUCTURES AND DEVELOPMENT**

- **ELAGSE9-10RI5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **ELAGSE9-10W1.b** 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 audience's knowledge level and concerns.
- **ELAGSE9-10W1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **ELAGSE9-10RI3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- **LOGICAL FALLACIES**

- **ELAGSE9-10RI8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **ELAGSE9-10W9.b** Apply grades 9–10 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- **ELAGSE9-10SL2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **ELAGSE9-10SL3** Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## 10. ANALYZING INFORMATIONAL TEXT

- **PRINT AND NONPRINT TEXTS**

- **ELAGSE9-10RI7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.

- **FOUNDATIONAL U.S. DOCUMENTS**

- **ELAGSE9-10RI6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **ELAGSE9-10RI9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's “Letter from Birmingham Jail,” Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.
- **ELAGSE9-10RI7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **ELAGSE9-10RI10b** *By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.*
- **ELAGSE9-10RI10a** *By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.*
- **ELAGSE9-10RI7** *Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.*

## 11. ANALYZING LITERATURE

### ● ANALYZING FICTION ACROSS MEDIUMS

- **ELAGSE9-10RL4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)*
- **ELAGSE9-10RL10b** *By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.*
- **ELAGSE9-10RL7** *Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment.*
- **ELAGSE9-10RL10a** *By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

### ● TRANSFORMING IDEAS

- **ELAGSE9-10W9.a** *Apply grades 9–10 Reading Standards to literature (e.g., "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]").*
- **ELAGSE9-10RL9** *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).*
- **ELAGSE9-10RL6** *Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.*

## 12. TEXT ORGANIZATION 1

### ● CAUSE AND EFFECT

- **ELAGSE9-10RI3** *Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
- **ELAGSE9-10RL3** *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

- **ELAGSE9-10RI3** *Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
- **ELAGSE9-10W9.a** *Apply grades 9–10 Reading Standards to literature (e.g., "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]").*
- **ELAGSE9-10RL9** *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).*
- **ELAGSE9-10RL7** *Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment.*

## 13. TEXT ORGANIZATION 2

### ● CHRONOLOGY AND SEQUENCING

- **ELAGSE9-10RI3** *Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*

- **ELAGSE9-10RL5** Analyze how an author's 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.
- **ELAGSE9-10W3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- **FLASHBACK AND FRAMING**

- **ELAGSE9-10RL5** Analyze how an author's 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.

## 14. SENTENCE STRUCTURE

- **SENTENCE STRUCTURE**

- **ELAGSE9-10L2.a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- **ELAGSE9-10L1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **PARALLELISM AND VERB TENSE**

- **ELAGSE9-10L1.a** Use parallel structure.
- **ELAGSE9-10W5** 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.

## 15. CLAUSES

- **CLAUSES**

- **ELAGSE9-10L1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **ELAGSE9-10L2.a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**

- **ELAGSE9-10L1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## 16. PHRASES

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- **ELAGSE9-10L1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **GERUND AND PARTICIPIAL PHRASES**

- **ELAGSE9-10L1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **APPOSITIVE AND ABSOLUTE PHRASES**

- **ELAGSE9-10L1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## 17. PUNCTUATION

### • COLONS AND SEMICOLONS

- **ELAGSE9-10L2.b** Use a colon to introduce a list or quotation.
- **ELAGSE9-10L2.a** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

### • COMMAS WITH PHRASES AND CLAUSES

- **ELAGSE9-10W5** 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.
- **ELAGSE9-10L1.b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

### • END MARKS

- **ELAGSE9-10W5** 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.
- **ELAGSE9-10L2.d** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

## 18. CAPITALIZATION AND SPELLING

### • NOUNS AND CAPITALIZATION

- **ELAGSE9-10L2.d** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

### • SPELLING RULES

- **ELAGSE9-10L2.c** Spell correctly.

## 19. CONTEXTUAL CLUES 1

### • USING CONTEXTUAL CLUES

- **ELAGSE9-10L4.d** 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).
- **ELAGSE9-10L4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **ELAGSE9-10RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
- **ELAGSE9-10L6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **ELAGSE9-10L5.a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

### • ANALYZING FIGURES OF SPEECH AND IDIOMS

- **ELAGSE9-10L5.a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- **ELAGSE9-10L4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language



of a court opinion differs from that of a newspaper).

- **ELAGSE9-10RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

## 20. CONTEXTUAL CLUES 2

### • WORD PATTERNS

- **ELAGSE9-10L4.c** 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.
- **ELAGSE9-10L4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- **ELAGSE9-10L4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### • CONNOTATION AND DENOTATION

- **ELAGSE9-10L5.b** Analyze nuances in the meaning of words with similar denotations.
- **ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **ELAGSE9-10RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

## 21. USAGE

### • FORMAL AND INFORMAL LANGUAGE

- **ELAGSE9-10W2.e** Establish and maintain an appropriate style and objective tone.
- **ELAGSE9-10W1.d** Establish and maintain an appropriate style and objective tone.
- **ELAGSE9-10L6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **ELAGSE9-10SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **ELAGSE9-10RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

### • USING THE DICTIONARY AND THESAURUS

- **ELAGSE9-10L4.d** 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).
- **ELAGSE9-10L4.c** 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.

### • USING STYLE GUIDES

- **ELAGSE9-10L3** 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, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

## 22. BUILDING AN ESSAY 1

### • DETERMINING AN APPROPRIATE ESSAY FORMAT

- **ELAGSE9-10W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### • INTRODUCTIONS

- **ELAGSE9-10W2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

### • CONCLUSIONS

- **ELAGSE9-10W2.f** 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).
- **ELAGSE9-10W1.e** Provide a concluding statement or section that follows from and supports the argument presented.

## 23. BUILDING AN ESSAY 2

### • INTEGRATING GRAPHICS AND MULTIMEDIA

- **ELAGSE9-10SL2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **ELAGSE9-10SL5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **ELAGSE9-10W6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **ELAGSE9-10W2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

### • WRITING AND TECHNOLOGY

- **ELAGSE9-10W6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **ELAGSE9-10RI8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

## 24. NARRATIVE WRITING

### • SHORT NARRATIVES

- **ELAGSE9-10W3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **ELAGSE9-10W3.b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **ELAGSE9-10W3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **ELAGSE9-10W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### • NARRATIVE TECHNIQUES

- **ELAGSE9-10W3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **ELAGSE9-10W3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- **ELAGSE9-10W3.b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **ELAGSE9-10W3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

## 25. EXPOSITORY WRITING

### ● EXPOSITORY THESIS STATEMENTS

- **ELAGSE9-10W2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

### ● EXPOSITORY PARAGRAPH DEVELOPMENT

- **ELAGSE9-10W2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **ELAGSE9-10W2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **ELAGSE9-10W2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

### ● EXPOSITORY ESSAYS

- **ELAGSE9-10W2.f** 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).
- **ELAGSE9-10W2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **ELAGSE9-10W2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

## 26. ARGUMENTATIVE WRITING I

### ● ARGUMENTATIVE CLAIMS

- **ELAGSE9-10W1.c** 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.
- **ELAGSE9-10W1.b** 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 audience's knowledge level and concerns.
- **ELAGSE9-10W1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

### ● ARGUMENTATIVE PARAGRAPH DEVELOPMENT

- **ELAGSE9-10RI8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **ELAGSE9-10W1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **ELAGSE9-10W1.c** 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.
- **ELAGSE9-10W1.b** 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 audience's knowledge level and concerns.
- **ELAGSE9-10RI6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **ELAGSE9-10RI5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

### ● ARGUMENTATIVE ESSAYS

- **ELAGSE9-10W1.e** Provide a concluding statement or section that follows from and supports the argument presented.
- **ELAGSE9-10W1.c** 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.
- **ELAGSE9-10W1.b** 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 audience's knowledge level and concerns.
- **ELAGSE9-10W1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

## 27. ARGUMENTATIVE WRITING 2

### ● TYPES OF EVIDENCE

- **ELAGSE9-10W2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **ELAGSE9-10W1.b** 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 audience's knowledge level and concerns.
- **ELAGSE9-10W1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

### ● CLAIMS AND COUNTERCLAIMS

- **ELAGSE9-10RI8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **ELAGSE9-10W1.c** 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.
- **ELAGSE9-10W1.b** 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 audience's knowledge level and concerns.
- **ELAGSE9-10RI11** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE9-10W1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

## 28. RESEARCH

### ● REFINING A RESEARCH QUESTION

- **ELAGSE9-10W7** 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.
- **ELAGSE9-10W8** 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

- **ELAGSE9-10W7** 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.
- **ELAGSE9-10W8** 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.
- **ELAGSE9-10W2.b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

### ● AVOIDING PLAGIARISM

- **ELAGSE9-10W8** 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.

## 29. REVISION CONSIDERATIONS 1

### • PREWRITING

- **ELAGSE9-10W5** *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.*
- **ELAGSE9-10W4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
- **ELAGSE9-10W2.a** *Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

### • UNITY AND FOCUS

- **ELAGSE9-10W5** *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.*
- **ELAGSE9-10W2.a** *Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*
- **ELAGSE9-10W4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
- **ELAGSE9-10W3.c** *Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.*
- **ELAGSE9-10W2.c** *Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*

### • WORDINESS AND REDUNDANCY

- **ELAGSE9-10W5** *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.*
- **ELAGSE9-10W3.d** *Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*

## 30. REVISION CONSIDERATIONS 2

### • TRANSITIONAL ELEMENTS

- **ELAGSE9-10L2.a** *Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.*
- **ELAGSE9-10W2.c** *Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*
- **ELAGSE9-10W1.c** *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.*
- **ELAGSE9-10W5** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

### • MAINTAINING A FORMAL STYLE

- **ELAGSE9-10L3** *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, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.*
- **ELAGSE9-10W2.e** *Establish and maintain an appropriate style and objective tone.*
- **ELAGSE9-10W1.d** *Establish and maintain an appropriate style and objective tone.*
- **ELAGSE9-10L6** *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
- **ELAGSE9-10W2.d** *Use precise language and domain-specific vocabulary to manage the complexity of the topic.*

## 31. SPEAKING AND LISTENING

- **DISCUSSION GUIDELINES**

- **ELAGSE9-10SL1.b** *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.*
- **ELAGSE9-10SL1.c** *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
- **ELAGSE9-10SL1.a** *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
- **ELAGSE9-10SL1.d** *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**

- **ELAGSE9-10SL3** *Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.*
- **ELAGSE9-10SL6** *Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.*
- **ELAGSE9-10SL4** *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*