

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

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

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

## 1. ELEMENTS OF LITERATURE 1

### ● IMAGERY

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **C.9-10.3e** Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

### ● FIGURATIVE LANGUAGE

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **L.9-10.5a** Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.

### ● THEME

- **RL.9-10.2** Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- **RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
- **RL.9-10.1** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## 2. ELEMENTS OF LITERATURE 2

### ● CONFLICT

- **RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

- **CHARACTER TYPES**

- **RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

- **FORESHADOWING AND SUSPENSE**

- **RL.9-10.1** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

### 3. READING STRATEGIES 1

- **MAKING INFERENCES**

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

- **DRAWING CONCLUSIONS**

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

- **SYNTHESIZING IDEAS**

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

- **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work.
- **C.9-10.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **C.9-10.2c** 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.

## 4. READING STRATEGIES 2

### ● IMPLIED MAIN IDEA

- **RL.9-10.2** Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- **RI.9-10.2** Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
- **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
- **RL.9-10.1** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.1** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### ● DETERMINING AUTHOR'S PURPOSE

- **RI.9-10.6** Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- **RI.9-10.2** Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- **RI.9-10.1** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### ● SUMMARY, ANALYSIS, AND CRITIQUE

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

## 5. AUTHOR'S VOICE AND METHOD 1

### ● ANALYZING AUTHOR'S STYLE

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

larger portions of a text.

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

- **ANALYZING AUTHOR'S PERSPECTIVE**

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

## 6. AUTHOR'S VOICE AND METHOD 2

- **TONE AND MOOD**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.6** Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- **L.9-10.5a** Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.

- **WORD CHOICE**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **L.9-10.5a** Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.
- **L.9-10.5b** Analyze nuances in the meaning of words with similar denotations.
- **C.9-10.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **RI.9-10.6** Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

## 7. STRATEGY 1

- **EVALUATING EVIDENCE**

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

- **RHETORICAL TECHNIQUES**

- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.6** Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.

- **FACT VERSUS OPINION**

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

## 8. STRATEGY 2

- **ANALYZING AUDIENCE APPEALS**

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

- **CENTRAL IDEAS**

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

## 9. STRATEGY 3

- **TEXT STRUCTURES AND DEVELOPMENT**

- **RI.9-10.2** Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

- **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.

- **LOGICAL FALLACIES**

- **RI.9-10.8** Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.
- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- **RI.9-10.6** Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

- **ANALYZING AND DEVELOPING A SPEECH**

- **RI.9-10.6** Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- **RI.9-10.8** Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.
- **C.9-10.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.9-10.1c** 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.
- **C.9-10.1e** Establish and maintain a task appropriate writing style.
- **C.9-10.2a** Produce writing in which the development and organization are appropriate to task and purpose.
- **C.9-10.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.2c** 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.
- **C.9-10.2h** 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.

## 10. TEXT CONNECTIONS 1

- **PRINT AND NONPRINT TEXTS**

- **RI.9-10.7** Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

- **FOUNDATIONAL U.S. DOCUMENTS**

- **RI.9-10.6** Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- **RI.9-10.9** Analyze documents of historical and literary significance, including how they address related themes and concepts.
- **RI.9-10.7** Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

- **THEMES ACROSS CULTURES**

- **RL.9-10.2** Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- **RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

## 11. TEXT CONNECTIONS 2

- **ANALYZING FICTION ACROSS MEDIUMS**

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

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **RI.9-10.7** Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

- **T TRANSFORMING IDEAS**

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

## 12. TEXT ORGANIZATION 1

- **CAUSE AND EFFECT**

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

- **COMPARE AND CONTRAST**

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

## 13. TEXT ORGANIZATION 2

- **CHRONOLOGY AND SEQUENCING**

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

- **FLASHBACK AND FRAMING**

- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

## 14. SENTENCE STRUCTURE 1

- **SENTENCE STRUCTURE**

- **L.9-10.1b** Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **C.9-10.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.2h** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.3g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **CLAUSES**

- **L.9-10.1b** Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**

- **L.9-10.1b** Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **C.9-10.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.2h** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.3g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

## 15. SENTENCE STRUCTURE 2

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- **L.9-10.1b** Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- **GERUND AND PARTICIPIAL PHRASES**

- **L.9-10.1b** Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## 16. SENTENCE STRUCTURE 3

- **APPOSITIVE AND ABSOLUTE PHRASES**

- **L.9-10.1b** Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.



- **PARALLELISM AND VERB TENSE**

- **L.9-10.1a** *Demonstrate appropriate use of parallel structure.*
- **C.9-10.2h** *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.*

## 17. PUNCTUATION

- **COLONS AND SEMICOLONS**

- **L.9-10.2a** *Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.*
- **L.9-10.2b** *Demonstrate appropriate use of a colon to introduce a list or quotation.*

- **COMMAS WITH PHRASES AND CLAUSES**

- **L.9-10.1b** *Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.*

## 18. CONTEXTUAL CLUES 1

- **USING CONTEXTUAL CLUES**

- **RI.9-10.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
- **RI.9-10.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
- **L.9-10.4a** *Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.*

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **RI.9-10.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
- **L.9-10.5a** *Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.*
- **RI.9-10.1** *Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **RI.9-10.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
- **L.9-10.4a** *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.*

## 19. CONTEXTUAL CLUES 2

- **WORD PATTERNS**

- **L.9-10.4b** *Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.*

- **CONNOTATION AND DENOTATION**

- **RI.9-10.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
- **RI.9-10.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.*
- **L.9-10.5b** *Analyze nuances in the meaning of words with similar denotations.*
- **RI.9-10.6** *Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.*

## 20. USAGE 1

### ● FORMAL AND INFORMAL LANGUAGE

- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **C.9-10.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **L.9-10.4d** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **C.9-10.1e** Establish and maintain a task appropriate writing style.
- **C.9-10.2e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **RI.9-10.7** Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.
- **C.9-10.2c** 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.

### ● USING THE DICTIONARY AND THESAURUS

- **L.9-10.4c** Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **L.9-10.4d** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## 21. USAGE 2

### ● USING STYLE GUIDES

- **C.9-10.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

### ● SPELLING RULES

- **L.9-10.2c** Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
- **L.9-10.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

## 22. BUILDING AN ESSAY 1

### ● DETERMINING AN APPROPRIATE ESSAY FORMAT

- **C.9-10.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.9-10.2a** Produce writing in which the development and organization are appropriate to task and purpose.
- **C.9-10.3a** Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.

### ● INTRODUCTIONS

- **C.9-10.2b** Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- **C.9-10.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- **C.9-10.2a** Produce writing in which the development and organization are appropriate to task and purpose.

- **CONCLUSIONS**

- **C.9-10.1f** *Provide a concluding statement or section that follows from and supports the argument presented.*
- **C.9-10.2g** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*
- **C.9-10.3f** *Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.*
- **C.9-10.7** *Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.*

## 23. BUILDING AN ESSAY 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **C.9-10.2b** *Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.*
- **C.9-10.2c** *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.*
- **C.9-10.7** *Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.*
- **C.9-10.4** *Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.*
- **C.9-10.6** *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.*

- **WRITING AND TECHNOLOGY**

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

## 24. NARRATIVE WRITING

- **SHORT NARRATIVES**

- **C.9-10.3a** *Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.*
- **C.9-10.3b** *Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.*
- **C.9-10.3c** *Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.*
- **C.9-10.3d** *Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.*
- **C.9-10.3f** *Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.*
- **C.9-10.3e** *Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.*
- **C.9-10.3g** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

- **NARRATIVE TECHNIQUES**

- **C.9-10.3a** *Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.*
- **C.9-10.3b** *Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.*
- **C.9-10.3c** *Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.*

- **C.9-10.3d** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- **C.9-10.3f** Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- **C.9-10.3g** 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.

## 25. EXPOSITORY WRITING

### ● EXPOSITORY THESIS STATEMENTS

- **C.9-10.2a** Produce writing in which the development and organization are appropriate to task and purpose.
- **C.9-10.2b** Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

### ● EXPOSITORY PARAGRAPH DEVELOPMENT

- **C.9-10.2a** Produce writing in which the development and organization are appropriate to task and purpose.
- **C.9-10.2c** 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.
- **C.9-10.2d** Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- **C.9-10.2b** Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- **C.9-10.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented.

### ● EXPOSITORY ESSAYS

- **C.9-10.2b** Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- **C.9-10.2c** 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.
- **C.9-10.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **C.9-10.2a** Produce writing in which the development and organization are appropriate to task and purpose.
- **RI.9-10.6** Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

## 26. ARGUMENTATIVE WRITING 1

### ● ARGUMENTATIVE CLAIMS

- **C.9-10.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.9-10.1b** 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

- **RI.9-10.8** Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.
- **C.9-10.1c** 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.
- **RI.9-10.1** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **C.9-10.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization

that establishes clear relationships among claim(s), counterclaims, reasons and evidence.

- **C.9-10.1e** Establish and maintain a task appropriate writing style.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- **C.9-10.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- **C.9-10.1c** 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.
- **C.9-10.1d** Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- **RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- **RI.9-10.6** Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- **C.9-10.1f** Provide a concluding statement or section that follows from and supports the argument presented.

## 27. ARGUMENTATIVE WRITING 2

- **TYPES OF EVIDENCE**

- **C.9-10.1c** 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.
- **C.9-10.2c** 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.
- **RI.9-10.8** Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.

- **ARGUMENTATIVE ESSAYS**

- **C.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- **C.9-10.1c** 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.
- **C.9-10.1f** Provide a concluding statement or section that follows from and supports the argument presented.
- **C.9-10.1d** Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.

## 28. RESEARCH

- **REFINING A RESEARCH QUESTION**

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

- **GATHERING INFORMATION**

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

- **AVOIDING PLAGIARISM**

- **C.9-10.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **C.9-10.4** Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- **L.9-10.3a** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

## 29. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **C.9-10.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.9-10.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.2a** Produce writing in which the development and organization are appropriate to task and purpose.
- **C.9-10.2b** Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- **C.9-10.2h** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.3g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **UNITY AND FOCUS**

- **C.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- **C.9-10.2b** Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
- **C.9-10.2h** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.1c** 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.
- **C.9-10.1d** Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- **C.9-10.1f** Provide a concluding statement or section that follows from and supports the argument presented.
- **C.9-10.2c** 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.
- **C.9-10.2d** Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- **C.9-10.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented.

- **WORDINESS AND REDUNDANCY**

- **C.9-10.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.2e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **C.9-10.2h** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.3e** Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- **C.9-10.3g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

## 30. REVISION CONSIDERATIONS 2

### ● TRANSITIONAL ELEMENTS

- **C.9-10.1d** Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- **C.9-10.2d** Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- **C.9-10.3d** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- **L.9-10.1b** Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L.9-10.2a** Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.
- **C.9-10.3g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.2h** 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

- **C.9-10.1e** Establish and maintain a task appropriate writing style.
- **C.9-10.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **C.9-10.2h** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.9-10.2e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **L.9-10.4d** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.