

Arkansas Tutorials are designed specifically for the Arkansas Standards found in the Curriculum Framework documents to prepare students for the ACT Aspire in English, reading, writing, math and science tests.

English Tutorials offers 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*
- **W.9-10.3.D** *Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.*

### • FIGURATIVE LANGUAGE

- **L.9-10.5.A** *Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal 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 (e.g., how the language of a court opinion differs from that of a newspaper).*

### • THEME

- **RL.9-10.2** *Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme 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 the theme.*
- **RL.9-10.1** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.*

## 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 the theme.

- **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 the theme.
- **RL.9-10.10a** 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.
- **RL.9-10.10b** By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.

- **FORESHADOWING AND SUSPENSE**

- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### 3. READING STRATEGIES 1

- **MAKING INFERENCES**

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

- **DRAWING CONCLUSIONS**

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- **RI.9-10.3** Analyze how the author structures 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**

- **W.9-10.1.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.
- **W.9-10.7** Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.9-10.8** Gather relevant information from multiple credible 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. Follow a standard format for citation.

### 4. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- **RL.9-10.2** Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme 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.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- **RI.9-10.2** Examine a grade-appropriate informational text. Provide an objective summary of the text. 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.

- **DETERMINING AUTHOR'S PURPOSE**

- **RI.9-10.3** Analyze how the author structures 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.
- **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 (e.g., a section or chapter).

- **RI.9-10.6** Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.
- **RI.9-10.2** Examine a grade-appropriate informational text. Provide an objective summary of the text. 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.
- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

#### ● **SUMMARY, ANALYSIS, AND CRITIQUE**

- **RL.9-10.2** Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme 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** Examine a grade-appropriate informational text. Provide an objective summary of the text. 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.
- **RI.9-10.3** Analyze how the author structures 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.
- **RI.9-10.9** Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related themes and concepts.

## 5. AUTHOR'S VOICE AND METHOD 1

#### ● **ANALYZING AUTHOR'S STYLE**

- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) 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 (e.g., how the language of a court opinion differs from that of a newspaper).
- **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 (e.g., a section or chapter).
- **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### ● **ANALYZING AUTHOR'S PERSPECTIVE**

- **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 (e.g., a section or chapter).
- **RI.9-10.6** Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.
- **RI.9-10.8** Analyze 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**

- **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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal 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 (e.g., how the language of a court opinion differs from that of a newspaper).
- **W.9-10.1.D** Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
- **W.9-10.2.E** Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.

#### ● **WORD CHOICE**

- **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 (e.g., how the language of a court opinion differs from that of a newspaper).
- **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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **W.9-10.1.D** Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
- **W.9-10.2.D** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **W.9-10.2.E** Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.

## 7. STRATEGY 1

### ● EVALUATING EVIDENCE

- **RI.9-10.8** Analyze 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.
- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- **W.9-10.9.B** Apply Grades 9-10 Reading standards to informational texts.
- **SL.9-10.2** Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
- **SL.9-10.3** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### ● 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 (e.g., how the language of a court opinion differs from that of a newspaper).
- **RI.9-10.6** Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.

### ● FACT VERSUS OPINION

- **RI.9-10.8** Analyze 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.
- **W.9-10.8** Gather relevant information from multiple credible 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. Follow a standard format for citation.
- **W.9-10.9.B** Apply Grades 9-10 Reading standards to informational texts.
- **SL.9-10.2** Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
- **SL.9-10.3** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## 8. STRATEGY 2

### ● ANALYZING AUDIENCE APPEALS

- **RI.9-10.8** Analyze 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.

### ● CENTRAL IDEAS

- **RI.9-10.2** Examine a grade-appropriate informational text. Provide an objective summary of the text. 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.

- **RL.9-10.2** Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme 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.9-10.3** Analyze how the author structures 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.
- **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 (e.g., a section or chapter).

## 9. STRATEGY 3

### ● TEXT STRUCTURES AND DEVELOPMENT

- **RI.9-10.3** Analyze how the author structures 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.
- **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 (e.g., a section or chapter).
- **W.9-10.1.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.
- **W.9-10.1.B** Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

### ● LOGICAL FALLACIES

- **RI.9-10.8** Analyze 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.
- **W.9-10.9.B** Apply Grades 9-10 Reading standards to informational texts.
- **SL.9-10.2** Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
- **SL.9-10.3** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## 10. TEXT CONNECTIONS 1

### ● PRINT AND NONPRINT TEXTS

- **RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), 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/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.
- **RI.9-10.9** Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related themes and concepts.
- **RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

### ● THEMES ACROSS CULTURES

- **RL.9-10.2** Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme 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.9-10.6** Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.

## 11. TEXT CONNECTIONS 2

### ● ANALYZING FICTION ACROSS MEDIUMS

- **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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- **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 (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- **RL.9-10.10a** 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.
- **RL.9-10.10b** By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.

#### ● ANALYZING INTERPRETATIONS OF NONFICTION

- **RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- **RI.9-10.10a** 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.

#### ● TRANSFORMING IDEAS

- **RL.9-10.6** Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.
- **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- **W.9-10.9.A** Apply Grades 9-10 Reading standards to literature.

## 12. TEXT ORGANIZATION 1

#### ● CAUSE AND EFFECT

- **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 the theme.
- **RI.9-10.3** Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### ● COMPARE AND CONTRAST

- **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 (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- **RI.9-10.3** Analyze how the author structures 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.
- **W.9-10.9.A** Apply Grades 9-10 Reading standards to literature.
- **RL.9-10.8** *RL.9-10.8 is not applicable to literature based on anchor standard R.CCR.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*

## 13. TEXT ORGANIZATION 2

#### ● CHRONOLOGY AND SEQUENCING

- **RI.9-10.3** Analyze how the author structures 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.
- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **W.9-10.3.C** Use a variety of techniques to sequence events so that they build on one another, creating coherence.

#### ● FLASHBACK AND FRAMING

- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots,

nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

## 14. SENTENCE STRUCTURE

### ● SENTENCE STRUCTURE

- **L.9-10.1.H** This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
- **L.9-10.2.C** Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.

### ● NOUNS AND CAPITALIZATION

- **L.9-10.2.A** This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
- **L.9-10.2.B** Use a colon appropriately to introduce a list, quotation, or clarification.
- **L.9-10.2.C** Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.

### ● MODIFIERS

- **L.9-10.1.F** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

## 15. VERB USAGE

### ● PARALLELISM AND VERB TENSE

- **L.9-10.1.A** Use parallel structure.
- **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
- **L.9-10.1.D** Recognize and correct inappropriate shifts in verb voice and mood.

### ● VERB TENSE AND VOICE

- **L.9-10.1.D** Recognize and correct inappropriate shifts in verb voice and mood.
- **L.9-10.1.A** Use parallel structure.

### ● VERB MOOD

- **L.9-10.1.C** Form and use verbs in the conditional and subjunctive mood.
- **L.9-10.3.B** Use verbs in the conditional and subjunctive mood to achieve particular effects.

## 16. CLAUSES

### ● CLAUSES

- **L.9-10.1.B** Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- **L.9-10.1.F** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **L.9-10.2.C** Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.

### ● RESTRICTIVE AND NONRESTRICTIVE CLAUSES

- **L.9-10.1.B** Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- **L.9-10.1.F** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

## 17. PHRASES

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- **L.9-10.1.B** Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- **L.9-10.1.F** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **L.9-10.1.G** This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.

- **GERUND AND PARTICIPIAL PHRASES**

- **L.9-10.1.B** Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- **L.9-10.1.F** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

- **APPOSITIVE AND ABSOLUTE PHRASES**

- **L.9-10.1.B** Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- **L.9-10.1.F** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

## 18. PUNCTUATION

- **COLONS AND SEMICOLONS**

- **L.9-10.2.B** Use a colon appropriately to introduce a list, quotation, or clarification.
- **L.9-10.2.C** Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.

- **COMMAS WITH PHRASES AND CLAUSES**

- **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
- **L.9-10.1.B** Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

- **END MARKS**

- **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
- **L.9-10.2.B** Use a colon appropriately to introduce a list, quotation, or clarification.

## 19. CONTEXTUAL CLUES 1

- **USING CONTEXTUAL CLUES**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal 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 (e.g., how the language of a court opinion differs from that of a newspaper).
- **L.9-10.4.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.
- **L.9-10.4.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).
- **L.9-10.5.A** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- **L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **L.9-10.5.A** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal 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 (e.g., how the language of a court opinion differs from that of a newspaper).
- **L.9-10.4.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.

## 20. CONTEXTUAL CLUES 2

### • WORD PATTERNS

- **L.9-10.4.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.
- **L.9-10.4.B** Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- **L.9-10.4.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.

### • CONNOTATION AND DENOTATION

- **L.9-10.5.A** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal 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 (e.g., how the language of a court opinion differs from that of a newspaper).
- **L.9-10.5.B** Analyze nuances in the meaning of words with similar denotations.
- **L.9-10.5.C** This standard is taught in Grade 8 and should be reinforced as needed. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

## 21. USAGE

### • FORMAL AND INFORMAL LANGUAGE

- **W.9-10.1.D** Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
- **W.9-10.2.E** Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
- **SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal 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 (e.g., how the language of a court opinion differs from that of a newspaper).

### • SPELLING RULES

- **L.9-10.2.D** Spell correctly.

## 22. USING GUIDES

- **USING THE DICTIONARY AND THESAURUS**

- **L.9-10.4.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.
- **L.9-10.4.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).
- **L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **USING STYLE GUIDES**

- **L.9-10.3.A** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

## 23. BUILDING AN ESSAY

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **INTRODUCTIONS**

- **W.9-10.2.A** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.

- **CONCLUSIONS**

- **W.9-10.1.E** Provide an appropriate concluding statement or section that supports the argument presented.
- **W.9-10.2.F** Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## 24. TECHNOLOGY

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **W.9-10.2.A** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
- **W.9-10.6** 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.
- **SL.9-10.2** Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
- **SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- **WRITING AND TECHNOLOGY**

- **W.9-10.6** 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.
- **RI.9-10.8** Analyze 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.

## 25. NARRATIVE WRITING

- **SHORT NARRATIVES**

- **W.9-10.3.A** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **W.9-10.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- **W.9-10.3.E** Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.
- **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.

- **NARRATIVE TECHNIQUES**

- **W.9-10.3.A** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **W.9-10.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **W.9-10.3.C** Use a variety of techniques to sequence events so that they build on one another, creating coherence.
- **W.9-10.3.E** Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.

## 26. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **W.9-10.2.A** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **W.9-10.2.A** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
- **W.9-10.2.B** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.
- **W.9-10.2.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**

- **W.9-10.2.B** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.
- **W.9-10.2.F** Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W.9-10.2.A** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.

## 27. ARGUMENTATIVE WRITING I

- **ARGUMENTATIVE CLAIMS**

- **W.9-10.1.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.
- **W.9-10.1.B** Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **W.9-10.1.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, reasons and evidence, and claim(s) and counterclaims; include commentary for support.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- **RI.9-10.8** Analyze 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.
- **W.9-10.1.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.
- **W.9-10.1.B** Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- **W.9-10.1.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, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
- **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 (e.g., a section or chapter).
- **RI.9-10.6** Determine an author's point of view, perspective, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.

### ● ARGUMENTATIVE ESSAYS

- **W.9-10.1.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.
- **W.9-10.1.B** Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **W.9-10.1.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, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
- **W.9-10.1.E** Provide an appropriate concluding statement or section that supports the argument presented.

## 28. ARGUMENTATIVE WRITING 2

### ● TYPES OF EVIDENCE

- **W.9-10.1.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.
- **W.9-10.1.B** Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **W.9-10.2.B** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.

### ● CLAIMS AND COUNTERCLAIMS

- **RI.9-10.8** Analyze 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.
- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
- **W.9-10.1.B** Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **W.9-10.1.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.
- **W.9-10.1.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, reasons and evidence, and claim(s) and counterclaims; include commentary for support.

## 29. RESEARCH

### ● REFINING A RESEARCH QUESTION

- **W.9-10.7** Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.9-10.8** Gather relevant information from multiple credible 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. Follow a standard format for citation.

### ● GATHERING INFORMATION

- **W.9-10.8** Gather relevant information from multiple credible 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. Follow a standard format for citation.
- **W.9-10.2.B** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details,

quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.

- **W.9-10.7** 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.

- **AVOIDING PLAGIARISM**

- **W.9-10.8** Gather relevant information from multiple credible 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. Follow a standard format for citation.

## 30. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **W.9-10.2.A** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.

- **UNITY AND FOCUS**

- **W.9-10.2.A** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or multimedia.
- **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
- **W.9-10.2.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.
- **W.9-10.3.C** Use a variety of techniques to sequence events so that they build on one another, creating coherence.
- **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **WORDINESS AND REDUNDANCY**

- **W.9-10.3.D** Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
- **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.

## 31. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **W.9-10.1.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, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
- **W.9-10.2.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.
- **W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
- **L.9-10.2.C** Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.

- **MAINTAINING A FORMAL STYLE**

- **W.9-10.1.D** Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions of the discipline.
- **W.9-10.2.E** Establish and maintain an appropriate format, formal style, and objective tone within the norms and conventions

of the discipline.

- **W.9-10.2.D** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## 32. SPEAKING AND LISTENING

### ● DISCUSSION GUIDELINES

- **SL.9-10.1.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.
- **SL.9-10.1.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.
- **SL.9-10.1.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.
- **SL.9-10.1.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

- **SL.9-10.3** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL.9-10.2** Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
- **SL.9-10.4** 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.
- **SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.