

Tennessee Tutorials are designed specifically for the Tennessee Academic Standards to prepare students for the Tennessee Comprehensive Assessment Program (TCAP) and the TNReady assessments.

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

- **9-10.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- **9-10.W.TTP.3.f** 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

- **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- **9-10.RI.CS.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.

• THEME

- **9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RL.IKI.7** Evaluate the topic, subject, and/or theme in two diverse formats or media.
- **9-10.RL.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

2. ELEMENTS OF LITERATURE 2

- **CONFLICT**

- **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **CHARACTER TYPES**

- **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **FORESHADOWING AND SUSPENSE**

- **9-10.RL.CS.5** Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

3. READING STRATEGIES 1

- **MAKING INFERENCES**

- **9-10.RL.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **DRAWING CONCLUSIONS**

- **9-10.RL.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **SYNTHESIZING IDEAS**

- **9-10.W.TTP.1.a** Introduce precise claim(s).
- **9-10.W.RBPK.8** Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **9-10.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

4. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **9-10.RL.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **DETERMINING AUTHOR'S PURPOSE**

- **9-10.RI.CS.6** Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- **9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.
- **9-10.RI.CS.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.RI.IKI.7** Evaluate the topic or subject in two diverse formats or media.
- **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

● **SUMMARY, ANALYSIS, AND CRITIQUE**

- **9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.
- **9-10.RL.IKI.7** Evaluate the topic, subject, and/or theme in two diverse formats or media.

5. AUTHOR'S VOICE AND METHOD 1

● **ANALYZING AUTHOR'S STYLE**

- **9-10.RL.CS.5** Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- **9-10.RI.CS.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **9-10.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **9-10.RI.CS.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**

- **9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.
- **9-10.RI.CS.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.RI.CS.6** Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- **9-10.RI.IKI.8** Evaluate how reasoning and evidence affects the argument and specific claims in a text.

6. AUTHOR'S VOICE AND METHOD 2

● **TONE AND MOOD**

- **9-10.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- **9-10.RI.CS.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.
- **9-10.W.TTP.1.f** Establish and maintain a formal style and objective tone.
- **9-10.W.TTP.2.g** Establish and maintain a formal style and objective tone.
- **9-10.W.TTP.3.g** Establish and maintain an appropriate style and tone.

- **WORD CHOICE**

- **9-10.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **9-10.RI.CS.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.
- **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- **9-10.W.TTP.1.f** Establish and maintain a formal style and objective tone.
- **9-10.W.TTP.2.f** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **9-10.W.TTP.2.g** Establish and maintain a formal style and objective tone.
- **9-10.W.TTP.3.g** Establish and maintain an appropriate style and tone.

7. STRATEGY 1

- **EVALUATING EVIDENCE**

- **9-10.RL.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.RI.IKI.8** Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- **9-10.SL.CC.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- **9-10.SL.CC.2** Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.

- **RHETORICAL TECHNIQUES**

- **9-10.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **9-10.RI.CS.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.
- **9-10.RI.CS.6** Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

- **FACT VERSUS OPINION**

- **9-10.RI.IKI.8** Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- **9-10.SL.CC.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- **9-10.W.RBPK.8** Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **9-10.SL.CC.2** Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.

8. STRATEGY 2

- **ANALYZING AUDIENCE APPEALS**

- **9-10.W.TTP.1.b** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- **CENTRAL IDEAS**

- **9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RI.CS.5** Analyze 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

- **9-10.RI.CS.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.
- **9-10.W.TTP.1.b** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

• LOGICAL FALLACIES

- **9-10.SL.CC.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- **9-10.SL.CC.2** Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.
- **9-10.RI.IKI.8** Evaluate how reasoning and evidence affects the argument and specific claims in a text.

10. TEXT CONNECTIONS 1

• PRINT AND NONPRINT TEXTS

- **9-10.RI.IKI.7** Evaluate the topic or subject in two diverse formats or media.

• FOUNDATIONAL U.S. DOCUMENTS

- **9-10.RI.CS.6** Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- **9-10.RI.IKI.9** Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

• THEMES ACROSS CULTURES

- **9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RL.IKI.7** Evaluate the topic, subject, and/or theme in two diverse formats or media.
- **9-10.RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.

11. TEXT CONNECTIONS 2

• ANALYZING FICTION ACROSS MEDIUMS

- **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- **9-10.RL.IKI.7** Evaluate the topic, subject, and/or theme in two diverse formats or media.
- **9-10.RI.IKI.7** Evaluate the topic or subject in two diverse formats or media.
- **9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
- **10.RL.RRTC.10** Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.

• ANALYZING INTERPRETATIONS OF NONFICTION

- **9-10.RI.IKI.7** Evaluate the topic or subject in two diverse formats or media.
- **9.RI.RRT C.10** Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

- **T TRANSFORMING IDEAS**

- **9-10.RL.IKI.9** Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.
- **9-10.RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.
- **9-10.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

12. TEXT ORGANIZATION 1

- **CAUSE AND EFFECT**

- **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **COMPARE AND CONTRAST**

- **9-10.RL.IKI.7** Evaluate the topic, subject, and/or theme in two diverse formats or media.
- **9-10.RL.IKI.9** Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.
- **9-10.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
- **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

13. TEXT ORGANIZATION 2

- **CHRONOLOGY AND SEQUENCING**

- **9-10.RL.CS.5** Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- **9-10.W.TTP.3.b** Sequence events so that they build on one another to create a coherent whole.
- **9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- **FLASHBACK AND FRAMING**

- **9-10.RL.CS.5** Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

14. SENTENCE STRUCTURE

- **NOUNS AND CAPITALIZATION**

- **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

- **PARALLELISM AND VERB TENSE**

- **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- **9-10.W.PDW.5** 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

15. CLAUSES

● CLAUSES

- **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

● RESTRICTIVE AND NONRESTRICTIVE CLAUSES

- **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

16. PHRASES

● PREPOSITIONAL AND INFINITIVE PHRASES

- **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

● GERUND AND PARTICIPIAL PHRASES

- **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

● APPOSITIVE AND ABSOLUTE PHRASES

- **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

17. PUNCTUATION

● COLONS AND SEMICOLONS

- **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

● COMMAS WITH PHRASES AND CLAUSES

- **9-10.W.PDW.5** 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
- **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

● END MARKS

- **9-10.W.PDW.5** 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
- **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

18. CONTEXTUAL CLUES 1

● USING CONTEXTUAL CLUES

- **9-10.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase.
- **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- **9-10.RI.CS.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.
- **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **9-10.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

● ANALYZING FIGURES OF SPEECH AND IDIOMS

- **9-10.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase.
- **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- **9-10.RI.CS.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.

19. CONTEXTUAL CLUES 2

● WORD PATTERNS

- **9-10.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase.
- **9-10.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- **9-10.L.VAU.4.d** Use etymological patterns in spelling as clues to the meaning of a word or phrase.

● WORD ROOTS

- **9-10.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

● CONNOTATION AND DENOTATION

- **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- **9-10.RI.CS.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.
- **9-10.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

20. USAGE

● FORMAL AND INFORMAL LANGUAGE

- **9-10.W.TTP.1.f** Establish and maintain a formal style and objective tone.

- **9-10.W.TTP.2.g** Establish and maintain a formal style and objective tone.
- **9-10.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **9-10.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **9-10.W.TTP.1.e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **9-10.W.TTP.3.g** Establish and maintain an appropriate style and tone.
- **9-10.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- **9-10.RI.CS.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.

- **SPELLING RULES**

- **9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

21. USING GUIDES

- **USING THE DICTIONARY AND THESAURUS**

- **9-10.L.VAU.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **9-10.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **USING STYLE GUIDES**

22. BUILDING AN ESSAY

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- **9-10.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- **INTRODUCTIONS**

- **9-10.W.TTP.2.a** Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

- **CONCLUSIONS**

- **9-10.W.TTP.1.d** Provide a concluding statement or section that follows from and supports the argument presented.
- **9-10.W.TTP.2.d** Provide a concluding statement or section that follows from and supports the information or explanation presented.

23. TECHNOLOGY

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **9-10.W.PDW.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.
- **9-10.SL.CC.2** Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the

credibility and accuracy of each source.

- **9-10.SL.PKI.5** Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **9-10.W.TTP.2.e** Use appropriate formatting, graphics, and multimedia to aid comprehension.

- **WRITING AND TECHNOLOGY**

- **9-10.W.PDW.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.

24. NARRATIVE WRITING

- **SHORT NARRATIVES**

- **9-10.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
- **9-10.W.PDW.5** 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
- **9-10.W.TTP.3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
- **9-10.W.TTP.3.c** Create a smooth progression of experiences or events.
- **9-10.W.TTP.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **NARRATIVE TECHNIQUES**

- **9-10.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
- **9-10.W.TTP.3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
- **9-10.W.TTP.3.b** Sequence events so that they build on one another to create a coherent whole.
- **9-10.W.TTP.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

25. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **9-10.W.TTP.2.a** Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **9-10.W.TTP.2.c** 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.
- **9-10.W.TTP.2.b** Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

- **EXPOSITORY ESSAYS**

- **9-10.W.TTP.2.c** 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.
- **9-10.W.TTP.2.d** Provide a concluding statement or section that follows from and supports the information or explanation presented.

26. ARGUMENTATIVE WRITING 1

- **ARGUMENTATIVE CLAIMS**

- **9-10.W.TTP.1.a** Introduce precise claim(s).

- **9-10.W.TTP.1.b** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **9-10.W.TTP.1.c** Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- **9-10.RI.IKI.8** Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- **9-10.W.TTP.1.a** Introduce precise claim(s).
- **9-10.W.TTP.1.b** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **9-10.W.TTP.1.c** Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- **9-10.RI.CS.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.RI.CS.6** Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

- **ARGUMENTATIVE ESSAYS**

- **9-10.W.TTP.1.a** Introduce precise claim(s).
- **9-10.W.TTP.1.b** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **9-10.W.TTP.1.d** Provide a concluding statement or section that follows from and supports the argument presented.
- **9-10.W.TTP.1.c** Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

27. ARGUMENTATIVE WRITING 2

- **TYPES OF EVIDENCE**

- **9-10.W.TTP.1.b** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **9-10.W.TTP.2.c** 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.

- **CLAIMS AND COUNTERCLAIMS**

- **9-10.RI.IKI.8** Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- **9-10.W.TTP.1.c** Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.W.TTP.1.b** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

28. RESEARCH

- **REFINING A RESEARCH QUESTION**

- **9-10.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
- **9-10.W.RBPK.8** Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **GATHERING INFORMATION**

- **9-10.W.RBPK.8** Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **9-10.W.TTP.2.c** *Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*

- **AVOIDING PLAGIARISM**

- **9-10.W.TTP.2.c** *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.*
- **9-10.W.RBPK.8** *Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.*

29. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **9-10.W.TTP.2.b** *Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.*
- **9-10.W.PDW.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*
- **9-10.W.PDW.5** *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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)*

- **UNITY AND FOCUS**

- **9-10.W.PDW.5** *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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)*
- **9-10.W.PDW.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*
- **9-10.W.TTP.3.b** *Sequence events so that they build on one another to create a coherent whole.*

- **WORDINESS AND REDUNDANCY**

- **9-10.W.PDW.5** *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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)*
- **9-10.W.TTP.3.f** *Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*

30. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **9-10.W.TTP.2.b** *Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.*
- **9-10.W.TTP.1.c** *Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.*
- **9-10.W.PDW.5** *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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)*

- **MAINTAINING A FORMAL STYLE**

- **9-10.L.KL.3** *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*
- **9-10.W.TTP.1.f** *Establish and maintain a formal style and objective tone.*
- **9-10.W.TTP.2.g** *Establish and maintain a formal style and objective tone.*
- **9-10.L.VAU.6** *Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

- **9-10.W.TTP.1.e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **9-10.W.TTP.2.f** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **9-10.W.TTP.3.g** Establish and maintain an appropriate style and tone.

31. SPEAKING AND LISTENING

● DISCUSSION GUIDELINES

- **9-10.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

● ANALYZING AND DEVELOPING A SPEECH

- **9-10.SL.CC.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- **9-10.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **9-10.SL.PKI.4** Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.