

North Carolina Tutorials are designed specifically for the Common Core State Standards for English language arts, the North Carolina Standard Course of Study for Math, and the North Carolina Essential Standards, to prepare students for the READY End-of-Course 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

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

• FIGURATIVE LANGUAGE

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **L.9-10.5.a** Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.

• THEME

- **RL.9-10.2** 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; provide an objective summary of the text.
- **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 inferences drawn from the text.
- **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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.9-10.10b** By the end of grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- **RL.9-10.10a** By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

• FORESHADOWING AND SUSPENSE

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

3. READING STRATEGIES

• MAKING INFERENCES

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

• DRAWING CONCLUSIONS

- **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

• DETERMINING AUTHOR'S PURPOSE

- **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.9-10.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

4. SUMMARY AND SYNTHESIS

• SUMMARY, ANALYSIS, AND CRITIQUE

- **RL.9-10.2** 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; provide an objective summary of the text.

- **RI.9-10.2** *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
- **RI.9-10.3** *Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
- **RI.9-10.9** *Analyze influential documents of historical and literary significance, including how they address related themes and concepts.*

- **SYNTHESIZING IDEAS**

- **W.9-10.5** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*
- **RI.9-10.1** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

5. IMPLIED AND CENTRAL IDEAS

- **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 inferences drawn from the text.*
- **RL.9-10.2** *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; provide an objective summary of the text.*
- **RI.9-10.1** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **RI.9-10.2** *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

- **CENTRAL IDEAS**

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

6. 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, and manipulate time create effects such as mystery, tension, or surprise.*
- **RI.9-10.4** *Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.*
- **RI.9-10.5** *Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

- **ANALYZING AUTHOR'S PERSPECTIVE**

- **RI.9-10.5** *Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*
- **RI.9-10.6** *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that*

point of view or purpose.

- **RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

7. 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; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **W.9-10.1.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **W.9-10.2.f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

• WORD CHOICE

- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **W.9-10.1.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **W.9-10.2.e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **W.9-10.2.f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

8. RHETORIC, FACT, AND FALLACIES

• RHETORICAL TECHNIQUES

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

• FACT VERSUS OPINION

- **RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **W.9-10.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
- **SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

• LOGICAL FALLACIES

- **RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.

- **SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

9. TEXT STRUCTURE AND PATTERN

• TEXT STRUCTURES AND DEVELOPMENT

- **RI.9-10.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **W.9-10.1.b** 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** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

• CHRONOLOGY AND SEQUENCING

- **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
- **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **W.9-10.3.d** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

• FLASHBACK AND FRAMING

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

10. TEXT ORGANIZATION

• 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 unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

• 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.
- **RL.9-10.9** Analyze how an author adopts or adapts source material in a specific work.
- **RL.9-10.10a** By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- **RL.9-10.10b** By the end of grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- **RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.9-10.10a** By the end of grade 9, read and understand informational texts within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- **RI.9-10.10b** By the end of grade 10, read and understand informational texts at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

11. EVIDENCE AND TEXT CONNECTION

• EVALUATING EVIDENCE

- **RI.9-10.8** *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.*
- **RL.9-10.1** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **RI.9-10.1** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **SL.9-10.2** *Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.*
- **SL.9-10.3** *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.*

- **PRINT AND NONPRINT TEXTS**

- **RI.9-10.7** *Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.*

- **FOUNDATIONAL U.S. DOCUMENTS**

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

12. CULTURES AND TRANSFORMATION

- **THEMES ACROSS CULTURES**

- **RL.9-10.2** *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; provide an objective summary of the text.*
- **RL.9-10.6** *Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.*

- **TRANSFORMING IDEAS**

- **RL.9-10.6** *Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.*
- **RL.9-10.9** *Analyze how an author adopts or adapts source material in a specific work.*

13. FICTION AND NONFICTION

- **ANALYZING FICTION ACROSS MEDIUMS**

- **RL.9-10.4** *Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and 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.*
- **RL.9-10.10a** *By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*
- **RL.9-10.10b** *By the end of grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **RI.9-10.7** *Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each*

account.

- **RI.9-10.10a** *By the end of grade 9, read and understand informational texts within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*

14. SENTENCE STRUCTURE

• SENTENCE STRUCTURE

- **L.9-10.2.i** *Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.*

• PARALLELISM AND VERB TENSE

- **L.9-10.3.b** *Use parallel structure.*
- **L.9-10.1.i** *Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.*

15. CLAUSES

• CLAUSES

- **L.9-10.2.i** *Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.*
- **L.9-10.1.i** *Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.*

• RESTRICTIVE AND NONRESTRICTIVE CLAUSES

- **L.9-10.1.i** *Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.*

16. PHRASES

• PREPOSITIONAL AND INFINITIVE PHRASES

- **L.9-10.1.i** *Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.*

• GERUND AND PARTICIPIAL PHRASES

- **L.9-10.1.i** *Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.*

• APPOSITIVE AND ABSOLUTE PHRASES

- **L.9-10.1.i** *Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.*

17. PUNCTUATION

• COLONS AND SEMICOLONS

- **L.9-10.2.i** *Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.*

• COMMAS WITH PHRASES AND CLAUSES

- **L.9-10.1.i** *Students apply grammar and usage skills to create a unique style and voice when writing or speaking with*

increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

- **END MARKS**

- **L.9-10.2.i** Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

18. CONTEXT CLUES 1

- **USING CONTEXTUAL CLUES**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **L.9-10.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- **L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing 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 in context and analyze their role in the text based on grades 9-10 reading and content.
- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.

19. CONTEXT CLUES 2

- **WORD PATTERNS**

- **L.9-10.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

- **CONNOTATION AND DENOTATION**

- **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.4** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **L.9-10.5.b** Analyze nuances in the meaning of words with similar denotations.

20. USAGE

- **USING THE DICTIONARY AND THESAURUS**

- **L.9-10.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- **L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing 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.

21. BUILDING AN ESSAY 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- **W.9-10.1.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.2.h** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.3.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **INTRODUCTIONS**

- **W.9-10.2.b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.

- **CONCLUSIONS**

- **W.9-10.1.f** Provide a concluding statement or section that follows from and supports the argument presented.
- **W.9-10.2.g** Provide a concluding statement or section that follows from and supports the information or explanation presented.

22. BUILDING AN ESSAY 2

- **TRANSITIONAL ELEMENTS**

- **W.9-10.1.d** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **W.9-10.1.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.2.d** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **W.9-10.2.h** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.3.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **MAINTAINING A FORMAL STYLE**

- **W.9-10.1.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **W.9-10.2.f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **W.9-10.2.e** 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **FORMAL AND INFORMAL LANGUAGE**

- **W.9-10.1.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

discipline in which they are writing.

- **W.9-10.2.f** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
- **L.9-10.6** *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing 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; analyze the cumulative impact of specific word choices on meaning and tone.*
- **RI.9-10.4** *Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.*

23. INTEGRATING TECHNOLOGY

• INTEGRATING GRAPHICS AND MULTIMEDIA

- **W.9-10.2.b** *Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.*
- **W.9-10.4** *Use digital tools and resources 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 presented in diverse media or formats, evaluating the credibility and accuracy of each source.*
- **SL.9-10.5** *Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.*

• WRITING AND TECHNOLOGY

- **W.9-10.4** *Use digital tools and resources 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** *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.*

24. ARGUMENTATIVE WRITING

• ARGUMENTATIVE CLAIMS

- **W.9-10.1.b** *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.a** *Organize information and ideas around a topic to plan and prepare to write.*
- **W.9-10.1.c** *Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*
- **W.9-10.1.d** *Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*

• ARGUMENTATIVE PARAGRAPH DEVELOPMENT

- **RI.9-10.8** *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.*
- **W.9-10.1.b** *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** *Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*
- **W.9-10.1.d** *Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
- **RI.9-10.5** *Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

- **RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- **ARGUMENTATIVE ESSAYS**

- **W.9-10.1.b** 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** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **W.9-10.1.d** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **W.9-10.1.f** Provide a concluding statement or section that follows from and supports the argument presented.

25. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **W.9-10.2.b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- **W.9-10.2.a** Organize information and ideas around a topic to plan and prepare to write.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **W.9-10.2.b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- **W.9-10.2.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.
- **W.9-10.2.d** 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.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.
- **W.9-10.2.g** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.9-10.2.b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.

26. NARRATIVE WRITING

- **SHORT NARRATIVES**

- **W.9-10.3.a** Organize information and ideas around a topic to plan and prepare to write.
- **W.9-10.3.b** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **W.9-10.3.c** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **W.9-10.3.f** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **W.9-10.3.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **NARRATIVE TECHNIQUES**

- **W.9-10.3.c** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop

experiences, events, and/or characters.

- **W.9-10.3.b** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **W.9-10.3.d** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- **W.9-10.3.f** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

27. RESEARCH

• GATHERING INFORMATION

- **W.9-10.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W.9-10.2.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.
- **W.9-10.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

• AVOIDING PLAGIARISM

- **W.9-10.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

28. REVISION CONSIDERATIONS

• PREWRITING

- **W.9-10.1.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.2.b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- **W.9-10.2.h** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.3.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

• UNITY AND FOCUS

- **W.9-10.2.b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- **W.9-10.2.h** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.1.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.2.d** 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.d** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- **W.9-10.3.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

• WORDINESS AND REDUNDANCY

- **W.9-10.1.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on

addressing what is most significant for a specific purpose and audience.

- **W.9-10.2.h** *Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **W.9-10.3.e** *Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*
- **W.9-10.3.g** *Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

29. 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, 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 point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.*
- **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.*