

Pennsylvania Tutorials are designed specifically for the Pennsylvania Core Standards and the Pennsylvania Academic Standards to prepare students for the Keystone Exams and the Pennsylvania System of School Assessment (PSSA).

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

• THEME

- **CC.1.3.9-10.A** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CC.1.3.9-10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **CC.1.3.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

• CHARACTER TYPES

- **CC.1.3.9-10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

• FORESHADOWING AND SUSPENSE

- **CC.1.3.9-10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

2. ELEMENTS OF LITERATURE 2

• PLOT

- **CC.1.3.9-10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

• POINT OF VIEW I

- **CC.1.3.9-10.D** Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

- **POINT OF VIEW II**

- **CC.1.3.9-10.D** Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

3. READING STRATEGIES 1

- **MAKING INFERENCES**

- **CC.1.2.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- **CC.1.3.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

- **DRAWING CONCLUSIONS**

- **CC.1.2.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- **CC.1.2.9-10.C** Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- **CC.1.3.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

- **SYNTHESIZING IDEAS**

- **CC.1.4.9-10.H.1** Introduce the precise claim.
- **CC.1.4.9-10.W** 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.
- **CC.1.4.9-10.V** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

4. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **CC.1.2.9-10.A** 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.
- **CC.1.3.9-10.A** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CC.1.2.9-10.C** Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- **CC.1.2.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- **CC.1.3.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

- **DETERMINING AUTHOR'S PURPOSE**

- **CC.1.2.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **CC.1.2.9-10.A** 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.
- **CC.1.2.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- **CC.1.2.9-10.A** 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.

- **CC.1.3.9-10.A** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

5. AUTHOR'S VOICE AND METHOD

● ANALYZING AUTHOR'S STYLE

- **CC.1.2.9-10.F** Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.2.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.

● ANALYZING AUTHOR'S PERSPECTIVE

- **CC.1.2.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.

● TONE AND MOOD

- **CC.1.2.9-10.F** Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.3.9-10.F** Analyze how words and phrases shape meaning and tone in texts.

● WORD CHOICE

- **CC.1.2.9-10.F** Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.3.9-10.F** Analyze how words and phrases shape meaning and tone in texts.

6. STRATEGY 1

● EVALUATING EVIDENCE

- **CC.1.2.9-10.H** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

● RHETORICAL TECHNIQUES

- **CC.1.2.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **CC.1.2.9-10.F** Analyze how words and phrases shape meaning and tone in texts.

● FACT VERSUS OPINION

- **CC.1.2.9-10.H** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

7. STRATEGY 2

● CENTRAL IDEAS

- **CC.1.2.9-10.A** 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.
- **CC.1.2.9-10.C** Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- **CC.1.2.9-10.E** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

● TEXT STRUCTURES AND DEVELOPMENT

- **CC.1.2.9-10.E** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

● LOGICAL FALLACIES

- **CC.1.2.9-10.H** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

- **LITERARY ANALYSIS PARAGRAPHS**

- **CC.1.4.9-10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- **CC.1.4.9-10.B** Write with a sharp distinct focus, identifying topic, task, and audience.
- **CC.1.4.9-10.D** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

8. TEXT CONNECTIONS 1

- **FOUNDATIONAL U.S. DOCUMENTS I**

- **CC.1.2.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **CC.1.2.9-10.G** 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.
- **CC.1.2.9-10.I** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

- **PRINT AND NONPRINT TEXTS**

- **CC.1.2.9-10.G** 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.

9. TEXT CONNECTIONS 2

- **ANALYZING FICTION ACROSS MEDIUMS**

- **CC.1.3.9-10.G** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **CC.1.3.9-10.F** Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.3.9-10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **CC.1.2.9-10.G** 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.
- **CC.1.2.9-10.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

- **T TRANSFORMING IDEAS**

- **CC.1.3.9-10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

10. TEXT ORGANIZATION

- **CAUSE AND EFFECT**

- **CC.1.2.9-10.C** Apply appropriate strategies to analyze, interpret, and evaluate how an 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**

- **CC.1.2.9-10.C** Apply appropriate strategies to analyze, interpret, and evaluate how an 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.

- **CHRONOLOGY AND SEQUENCING**

- **CC.1.2.9-10.C** Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- **CC.1.3.9-10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- **CC.1.4.9-10.P** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **FLASHBACK AND FRAMING**

- **CC.1.3.9-10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

11. SENTENCE STRUCTURE 1

- **SENTENCE STRUCTURE**

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **CLAUSES**

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.Q.2** Use various types of phrases and clauses to convey meaning and add variety and interest.

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.Q.2** Use various types of phrases and clauses to convey meaning and add variety and interest.

12. SENTENCE STRUCTURE 2

- **GERUND AND PARTICIPIAL PHRASES**

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

capitalization, punctuation, and spelling.

- **CC.1.4.9-10.Q.2** Use various types of phrases and clauses to convey meaning and add variety and interest.

- **APPOSITIVE AND ABSOLUTE PHRASES**

- **CC.1.4.9-10.Q.2** Use various types of phrases and clauses to convey meaning and add variety and interest.
- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **PARALLELISM AND VERB TENSE**

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.Q.1** Use parallel structure.
- **CC.1.4.9-10.T** 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.

13. SENTENCE STYLE 1

- **SUBJECT-VERB AGREEMENT**

- **CC.1.4.9-10.T** 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.
- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **MODIFIERS**

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

14. SENTENCE STYLE 2

- **PRONOUN-ANTecedent AGREEMENT**

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **PRONOUN CASE**

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.T** 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.

- **PRONOUN SHIFTS AND AMBIGUITY**

FRONTSIDE AND BACKSIDE

- **CC.1.4.9-10.T** *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.*
- **CC.1.4.9-10.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.9-10.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

15. PUNCTUATION

● COLONS AND SEMICOLONS

- **CC.1.4.9-10.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.9-10.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

● COMMAS WITH PHRASES AND CLAUSES

- **CC.1.4.9-10.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.9-10.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.9-10.T** *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.*

● END MARKS

- **CC.1.4.9-10.T** *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.*
- **CC.1.4.9-10.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.9-10.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

● DASHES AND HYPHENS

- **CC.1.4.9-10.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.9-10.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

16. CONTEXTUAL CLUES

● USING CONTEXTUAL CLUES

- **CC.1.2.9-10.K** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*
- **CC.1.3.9-10.I** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*

● ANALYZING FIGURES OF SPEECH AND IDIOMS

- **CC.1.2.9-10.K** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*
- **CC.1.3.9-10.I** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*

● CONNOTATION AND DENOTATION

- **CC.1.2.9-10.F** *Analyze how words and phrases shape meaning and tone in texts.*

- **CC.1.3.9-10.F** Analyze how words and phrases shape meaning and tone in texts.

17. USAGE

● FORMAL AND INFORMAL LANGUAGE

- **CC.1.4.9-10.E.2** Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- **CC.1.4.9-10.K.2** Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- **CC.1.3.9-10.J** Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CC.1.2.9-10.F** Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.3.9-10.F** Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.5.9-10.G** Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.

● SPELLING RULES

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

● NOUNS AND CAPITALIZATION

- **CC.1.4.9-10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.9-10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

18. BUILDING AN ESSAY 1

● DETERMINING AN APPROPRIATE ESSAY FORMAT

- **CC.1.4.9-10.T** 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.
- **CC.1.4.9-10.P** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

● INTRODUCTIONS

- **CC.1.4.9-10.B** Write with a sharp distinct focus, identifying topic, task, and audience.

● CONCLUSIONS

- **CC.1.4.9-10.P** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

19. BUILDING AN ESSAY 2

● INTEGRATING GRAPHICS AND MULTIMEDIA

- **CC.1.5.9-10.C** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **CC.1.4.9-10.C** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.5.9-10.F** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

- **WRITING AND TECHNOLOGY**

- **CC.1.4.9-10.U** 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.

- **SHORT NARRATIVES**

- **CC.1.4.9-10.M** Write narratives to develop real or imagined experiences or events.
- **CC.1.4.9-10.N** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- **CC.1.4.9-10.O** Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- **CC.1.4.9-10.T** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **NARRATIVE TECHNIQUES**

- **CC.1.4.9-10.O** Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- **CC.1.4.9-10.M** Write narratives to develop real or imagined experiences or events.
- **CC.1.4.9-10.N** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- **CC.1.4.9-10.P** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

20. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **CC.1.4.9-10.B** Write with a sharp distinct focus, identifying topic, task, and audience.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **CC.1.4.9-10.B** Write with a sharp distinct focus, identifying topic, task, and audience.
- **CC.1.4.9-10.C** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.4.9-10.D** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

- **EXPOSITORY ESSAYS**

- **CC.1.4.9-10.C** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.4.9-10.D** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- **CC.1.4.9-10.A** Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

21. ARGUMENTATIVE WRITING

- **ARGUMENTATIVE CLAIMS**

- **CC.1.4.9-10.H.1** Introduce the precise claim.

- **CLAIMS AND COUNTERCLAIMS**

- **CC.1.2.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- **CC.1.4.9-10.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.9-10.I** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- **CC.1.4.9-10.H.1** Introduce the precise claim.
- **CC.1.4.9-10.I** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.
- **CC.1.2.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- **CC.1.2.9-10.E** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

- **ARGUMENTATIVE ESSAYS**

- **CC.1.4.9-10.H.1** Introduce the precise claim.
- **CC.1.4.9-10.I** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.
- **CC.1.4.9-10.J** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.

22. RESEARCH

- **REFINING A RESEARCH QUESTION**

- **CC.1.4.9-10.V** 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.
- **CC.1.4.9-10.W** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **GATHERING INFORMATION**

- **CC.1.4.9-10.W** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **AVOIDING PLAGIARISM**

- **CC.1.4.9-10.W** 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.

23. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **CC.1.4.9-10.D** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

- **CC.1.4.9-10.J** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- **CC.1.4.9-10.T** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **UNITY AND FOCUS**

- **CC.1.4.9-10.B** Write with a sharp distinct focus, identifying topic, task, and audience.
- **CC.1.4.9-10.T** 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.

- **WORDINESS AND REDUNDANCY**

- **CC.1.4.9-10.J** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
- **CC.1.4.9-10.T** 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.

24. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **CC.1.4.9-10.D** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- **CC.1.4.9-10.J** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.

- **MAINTAINING A FORMAL STYLE**

- **CC.1.4.9-10.E.2** Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- **CC.1.4.9-10.K.2** Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- **CC.1.2.9-10.J** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CC.1.4.9-10.K.1** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **CC.1.4.9-10.E.1** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

25. SPEAKING AND LISTENING

- **DISCUSSION GUIDELINES**

- **CC.1.5.9-10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **ANALYZING AND DEVELOPING A SPEECH**

- **CC.1.5.9-10.B** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **CC.1.5.9-10.D** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
- **CC.1.5.9-10.E** Adapt speech to a variety of contexts and tasks.

