

Indiana Tutorials are designed specifically for the Indiana Academic Standards to prepare students for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) End-of-Course Assessments (ECAs).

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.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- **9-10.W.3.3e** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

• FIGURATIVE LANGUAGE

- **9-10.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- **9-10.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **9-10.RV.3.3** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

• THEME

- **9-10.RL.2.2** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
- **9-10.RL.2.3** Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **9-10.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

2. ELEMENTS OF LITERATURE 2

• CONFLICT

- **9-10.RL.2.3** Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **9-10.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- **CHARACTER TYPES**

- **9-10.RL.2.3** Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **9-10.RL.1** Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

- **FORESHADOWING AND SUSPENSE**

- **9-10.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

3. READING STRATEGIES 1

- **MAKING INFERENCES**

- **9-10.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- **9-10.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

- **DRAWING CONCLUSIONS**

- **9-10.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- **9-10.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

- **SYNTHESIZING IDEAS**

- **9-10.W.5d** Synthesize and integrate information into the text selectively to maintain the flow of ideas.
- **9-10.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

4. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **9-10.RL.2.2** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
- **9-10.RN.2.2** Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
- **9-10.RN.2.3** 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.
- **9-10.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- **9-10.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

- **DETERMINING AUTHOR'S PURPOSE**

- **9-10.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.

- **9-10.RN.2.3** 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.
- **9-10.RN.3.2** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

● **SUMMARY, ANALYSIS, AND CRITIQUE**

- **9-10.RL.2.2** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
- **9-10.RN.2.3** 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.
- **9-10.RN.2.2** Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
- **9-10.RN.4.3** Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

5. AUTHOR'S VOICE AND METHOD 1

● **ANALYZING AUTHOR'S STYLE**

- **9-10.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **9-10.RL.3.2** Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).
- **9-10.RN.3.2** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **9-10.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.

● **ANALYZING AUTHOR'S PERSPECTIVE**

- **9-10.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- **9-10.RN.3.2** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.RN.4.1** 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.

6. AUTHOR'S VOICE AND METHOD 2

● **TONE AND MOOD**

- **9-10.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- **9-10.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **9-10.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.

● **WORD CHOICE**

- **9-10.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the

language of a court opinion differs from that of a newspaper).

- **9-10.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- **9-10.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **9-10.W.3.2d** Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
- **9-10.RV.3.3** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

7. STRATEGY 1

● EVALUATING EVIDENCE

- **9-10.RN.4.1** 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.
- **9-10.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- **9-10.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- **9-10.SL.3.1** Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **9-10.SL.3.2** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

● RHETORICAL TECHNIQUES

- **9-10.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- **9-10.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

● FACT VERSUS OPINION

- **9-10.SL.3.2** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **9-10.RN.4.1** 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.
- **9-10.W.5c** Assess the usefulness of each source in answering the research question.
- **9-10.SL.3.1** Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

● ANALYZING AUDIENCE APPEALS

- **9-10.RN.4.1** 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.
- **9-10.RN.3.2** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- **9-10.W.3.1b** 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.

8. STRATEGY 2

● CENTRAL IDEAS

- **9-10.RL.2.2** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.

- **9-10.RN.2.2** Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
- **9-10.RN.2.3** 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.
- **9-10.RN.3.2** 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**

- **9-10.RN.3.2** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.W.3.1a** 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.
- **9-10.W.3.1b** 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.
- **9-10.RN.2.3** 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.

- **LOGICAL FALLACIES**

- **9-10.RN.4.1** 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.
- **9-10.SL.3.1** Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **9-10.SL.3.2** 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 CONNECTIONS 1

- **PRINT AND NONPRINT TEXTS**

- **9-10.RN.4.2** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

- **FOUNDATIONAL U.S. DOCUMENTS**

- **9-10.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- **9-10.RN.4.3** Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

- **THEMES ACROSS CULTURES**

- **9-10.RL.2.2** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
- **9-10.RL.4.2** Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

10. TEXT CONNECTIONS 2

- **ANALYZING FICTION ACROSS MEDIUMS**

- **9-10.RL.1** Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
- **9-10.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- **9-10.RL.4.1** Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **9-10.RN.4.2** 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.
- **9-10.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

- **TRANSFORMING IDEAS**

- **9-10.RL.4.2** Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

- **EVALUATING THE MEDIA**

- **9-10.ML.1** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
- **9-10.ML.2.1** Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.
- **9-10.ML.2.2** Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.

11. TEXT ORGANIZATIONS 1

- **CAUSE AND EFFECT**

- **9-10.RN.2.3** 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.
- **9-10.RL.2.3** Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- **COMPARE AND CONTRAST**

- **9-10.RN.2.3** 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.
- **9-10.RL.4.1** Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.

12. TEXT ORGANIZATIONS 2

- **CHRONOLOGY AND SEQUENCING**

- **9-10.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **9-10.RN.2.3** 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.
- **9-10.W.3.3d** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- **FLASHBACK AND FRAMING**

- **9-10.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

13. SENTENCE STRUCTURE 1

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**

- **9-10.W.6.1d** Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- **9-10.W.6.1d** *Phrases and Clauses* – Students are expected to build upon and continue applying conventions learned previously.

14. SENTENCE STRUCTURE 2

- **PARALLELISM AND VERB TENSE**

- **9-10.W.6.1e** *Usage* – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.

- **VERB MOOD**

- **9-10.W.6.1b** *Verbs* – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.

15. SENTENCE STYLE

- **PRONOUN-ANTecedent AGREEMENT**

- **9-10.W.6.1a** *Pronouns* – Students are expected to build upon and continue applying conventions learned previously.

- **PRONOUN CASE**

- **9-10.W.6.1a** *Pronouns* – Students are expected to build upon and continue applying conventions learned previously.

- **PRONOUN SHIFTS AND AMBIGUITY**

- **9-10.W.6.1a** *Pronouns* – Students are expected to build upon and continue applying conventions learned previously.

16. PUNCTUATION

- **NOUNS AND CAPITALIZATION**

- **9-10.W.6.2a** *Capitalization* – Students are expected to build upon and continue applying conventions learned previously.

- **COMMAS WITH PHRASES AND CLAUSES**

- **9-10.W.6.2b** *Punctuation* – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

- **END MARKS**

- **9-10.W.6.2b** *Punctuation* – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

- **COLONS AND SEMICOLONS**

- **9-10.W.6.2b** *Punctuation* – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

17. CONTEXTUAL CLUES

- **USING CONTEXTUAL CLUES**

- **9-10.RV.2.1** *Use context to determine or clarify the meaning of words and phrases.*
- **9-10.RV.3.1** *Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.*
- **9-10.RV.3.2** *Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative,*

connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- **9-10.RV.1** Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **9-10.RV.3.3** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

● ANALYZING FIGURES OF SPEECH AND IDIOMS

- **9-10.RV.3.3** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- **9-10.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- **9-10.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

● WORD PATTERNS

- **9-10.RV.2.4** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- **9-10.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- **9-10.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

● CONNOTATION AND DENOTATION

- **9-10.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- **9-10.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **9-10.RV.2.3** Analyze nuances in the meaning of words with similar denotations.

18. USAGE

● FORMAL AND INFORMAL LANGUAGE

- **9-10.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **9-10.W.3.2e** Establish and maintain a style appropriate to the purpose and audience.
- **9-10.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **9-10.ML.1** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
- **9-10.ML.2.1** Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.
- **9-10.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- **9-10.RV.1** Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

● USING THE DICTIONARY AND THESAURUS

- **9-10.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

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SPELLING RULES

- **9-10.W.6.2c** Spelling – Students are expected to build upon and continue applying conventions learned previously.

19. BUILDING AN ESSAY 1

• DETERMINING AN APPROPRIATE ESSAY FORMAT

- **9-10.W.1** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- **9-10.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **9-10.W.3.2e** Establish and maintain a style appropriate to the purpose and audience.

• INTRODUCTIONS

- **9-10.W.3.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **9-10.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

• CONCLUSIONS

- **9-10.W.3.1e** Provide a concluding statement or section that follows from and supports the argument presented.
- **9-10.W.3.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

20. BUILDING AN ESSAY 2

• INTEGRATING GRAPHICS AND MULTIMEDIA

- **9-10.W.3.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **9-10.W.4b** Use technology to generate, 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 (e.g., use of publishing programs, integration of multimedia).
- **9-10.W.5f** Present information, choosing from a variety of formats.
- **9-10.SL.3.1** Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **9-10.SL.4.2** Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.

• WRITING AND TECHNOLOGY

- **9-10.W.4b** Use technology to generate, 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 (e.g., use of publishing programs, integration of multimedia).
- **9-10.W.5f** Present information, choosing from a variety of formats.
- **9-10.RN.4.1** 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.

• SHORT NARRATIVES

- **9-10.W.3.3a** 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.
- **9-10.W.3.3b** Create a smooth progression of experiences or events.
- **9-10.W.3.3c** Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters.
- **9-10.W.3.3f** Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course

of the narrative.

- **9-10.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- **NARRATIVE TECHNIQUES**

- **9-10.W.3.3c** Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters.
- **9-10.W.3.1c** Use effective transitions 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.
- **9-10.W.3.3a** 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.
- **9-10.W.3.3b** Create a smooth progression of experiences or events.
- **9-10.W.3.3d** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- **9-10.W.3.3f** Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

21. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **9-10.W.3.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **9-10.W.3.2b** 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.3.2c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **9-10.W.3.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **EXPOSITORY ESSAYS**

- **9-10.W.3.2b** 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.3.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **9-10.W.3.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

22. ARGUMENTATIVE WRITING 1

- **ARGUMENTATIVE CLAIMS**

- **9-10.W.3.1a** 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.
- **9-10.W.3.1b** 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.
- **9-10.W.3.1c** Use effective transitions 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.

- **CLAIMS AND COUNTERCLAIMS**

- **9-10.RN.4.1** 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.

- **9-10.RN.2.1** *Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.*
- **9-10.W.3.1b** *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.*
- **9-10.W.3.1a** *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.*
- **9-10.W.3.1c** *Use effective transitions 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**

- **9-10.W.3.1a** *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.*
- **9-10.W.3.1b** *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.*
- **9-10.W.3.1c** *Use effective transitions 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.*
- **9-10.RN.3.2** *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.*
- **9-10.RN.3.3** *Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.*

23. ARGUMENTATIVE WRITING 2

- **TYPES OF EVIDENCE**

- **9-10.W.1** *Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.*
- **9-10.W.3.2b** *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.3.1a** *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.*
- **9-10.W.3.1b** *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.*

- **ARGUMENTATIVE ESSAYS**

- **9-10.W.3.1a** *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.*
- **9-10.W.3.1b** *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.*
- **9-10.W.3.1e** *Provide a concluding statement or section that follows from and supports the argument presented.*
- **9-10.W.3.1c** *Use effective transitions 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.*

24. RESEARCH

- **REFINING A RESEARCH QUESTION**

- **9-10.W.5a** *Formulate an inquiry question, and refine and narrow the focus as research evolves.*

- **GATHERING INFORMATION**

- **9-10.W.1** *Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.*
- **9-10.W.3.2b** *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.5b** *Gather relevant information from multiple authoritative sources, using advanced searches effectively, and*

annotate sources.

- **9-10.W.5c** Assess the usefulness of each source in answering the research question.
- **9-10.W.5d** Synthesize and integrate information into the text selectively to maintain the flow of ideas.

- **AVOIDING PLAGIARISM**

- **9-10.W.5b** Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
- **9-10.W.5e** Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

25. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **9-10.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **9-10.W.3.2e** Establish and maintain a style appropriate to the purpose and audience.
- **9-10.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
- **9-10.W.3.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **UNITY AND FOCUS**

- **9-10.W.3.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **9-10.W.3.2c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **9-10.W.3.3d** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- **9-10.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- **WORDINESS AND REDUNDANCY**

- **9-10.W.3.3e** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **9-10.W.3.2d** Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
- **9-10.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

26. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **9-10.W.3.1c** Use effective transitions 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.
- **9-10.W.3.2c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **9-10.W.6.2b** Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
- **9-10.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- **MAINTAINING A FORMAL STYLE**

MAINTAINING A FORMAL STYLE

- **9-10.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **9-10.W.3.2d** Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
- **9-10.W.3.2e** Establish and maintain a style appropriate to the purpose and audience.

27. SPEAKING AND LISTENING

● DISCUSSION GUIDELINES

- **9-10.SL.2.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
- **9-10.SL.2.3** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- **9-10.SL.2.4** 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.
- **9-10.SL.2.5** Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
- **9-10.SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- **9-10.SL.2.2** Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.

● ANALYZING AND DEVELOPING A SPEECH

- **9-10.SL.3.2** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **9-10.SL.3.1** Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **9-10.SL.4.1** 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.