



## PCSS English II Teachers - District Scope and Sequence

2025-2026 School Year - myPerspectives Curriculum

This document is a guide for planning and instruction of the district-adopted curriculum. It should lead the focus of learning for each unit of instruction. The associated ELA standards and tasks to demonstrate learning are included for each unit. By teaching each “must do text” and performance activity, teachers will cover every standard at least once. The supplementary novel guides or novel descriptions are linked to each unit

Flex days may be used for novels, scaffolding, reteaching, writing revisions, assessments, or additional grammar and vocabulary focus. They may also be used to add instructional time to individual assignments.

<p><b>Quarter 1 (45 Instructional Days)</b> <b>Unit 2 Outsiders &amp; Outcasts</b> <b>Lessons</b> Instructional Dates: August 5-October 4 31 lessons + 14 flex days <b>Refer to Savvas Guide for specific activities for each text.</b>  Q1 Benchmark Window: September 15 - October 3</p>			
<b>Writing Focus &amp; Assessments</b>	<b>Must Do Texts &amp; Standards Taught</b> <b>Essential Question: Do people need to belong?</b> <ul style="list-style-type: none"><li>• Introduction:</li></ul>	<b>GGrammar &amp; Vocabulary</b>  Phrases	<b>Novel Supplements</b>  <i>Novels are supplementary material that may be layered into the unit to focus on target standards. They should not be</i>

<p>Argument writing W.TTP.1</p>	<p>Unit Video: Socrates Discuss It: What can happen to great thinkers when their ideas are critical of others?</p> <ul style="list-style-type: none"> <li>Is Everyone a Little Bit Weird? (1 Day) RL.KID.2 <b>(Bring Critical Summary to August collaboration)</b></li> <li>The Metamorphosis (10 days) L.VAU.5 RL.CS.5, L.CSE.1 (Phrases) TTP.2 W.PDW.4, SL.PKI.6, SL.CC.1, 3</li> <li>Franz Kafka and Metamorphosis (5 days with writing) L.VAU.6, W.TTP.2 W.RW.10 W.PDW.5 <b>(Bring writing sample to collaboration)</b></li> <li>The Doll's House (5 days) L.VAU.4a, b RL.KID.2 RL.CS.4 , W.TTP.1 (punctuating dialogue)</li> <li>Sonnet, With Bird, Elliptical, Fences (2 days) L.VAU.4 a,b (-en) RL.CS.5 RL.IKI.9 SL.PKI.4</li> <li>Revenge of the Geeks (2 days) L.VAU.4, 5 (connotations &amp; denotation) RI.KID.1,3, RI.IKI.8 (Parallel Structure) SL.PKI.4, 5</li> <li>Encountering the Other: The Challenge for the 21st Century (3 days with presentation) L.VAU.4b, d, RI.KID.2, RI.CS.5</li> <li>Argument essay (3 days) W.TTP.1 <b>Bring Sample to October PLC</b></li> </ul>	<p>Diction Syntax Parallel Structure Punctuating dialogue</p> <p>L.CSE.1, 2</p>	<p><i>used in place of unit texts. They may replace May Do independent reading selections. *Please vet all novels before presenting to students. Use teacher discretion.</i></p> <p>Before teaching a novel unit, please refer to the controversial materials guidance document.</p> <p>*Please vet all novels before presenting to students. Although Savvas approves the materials, novels may be challenged in our community. Use teacher discretion.</p> <p><b>The Alchemist (lexile 910)</b></p> <p><b>The Scarlett Letter (lexile 1340 avg)</b> <b>A digital copy is in the Savvas library)</b></p> <p><b>The Hobbit (lexile 1000)</b> <b>(All three answer the essential question)</b></p>
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**Quarter 2 (42 Instructional Days)**  
**October 20 - December 19**

**Unit 1 Inside the Nightmare**

33 lessons + 9 flex days to be added where needed (scaffolding, novels, reteaching, grammar focus)

**Refer to Savvas Guide for specific activities for each text.**

**Benchmark Window: December 1 - December 19**

<b>Writing Focus &amp; Assessments</b>	<b>Must Do Texts &amp; Standards Taught</b> <b>Essential Question: What is the allure of fear?</b>	<b>Grammar and Vocabulary</b>	<b>Novel Supplements</b>
<p>Writing focus - Explanatory Essays (pp. 58 - 63, pp. 122-123)</p> <p>*Remove the narrative element from the explanatory assignments.</p> <p>W.TTP.2, W.PDW.4 W.RBPK.9 W.RW.10</p> <p>Narrative Writing (p. 81) W.TTP.3</p> <p>Narrative Pacing (p. 784) RL.CS.5</p> <p>Research Presentation (p. 99) W.RBK.7, SL.PKI.5</p> <p>Formative Assessments Selection and Extension Selection Tests</p> <p>S&amp;L - Explanatory Presentation</p>	<ul style="list-style-type: none"> <li>• “Introduction to Gothic Literature” (1 day) L.VAU.6, RL.KID.2</li> <li>• “The Fall of the House of Usher” (6 days) L.VAU.5, (denotation, connotation) RL.CS.5, RL.KID.1, “House Taken Over” (6 days) L.VAU.4, 5, RL.CS.6, L.CSE.1 (types of phrases)</li> <li>• <i>from</i> How to Tell You’re a Reading a Gothic Novel–In Pictures (3 days including writing) L.VAU.6, SL.CC.2, SL.PKI.4, 5, R.I.KID.1</li> </ul> <p><b>Bring Writing Sample to collaboration</b></p> <ul style="list-style-type: none"> <li>• “Where is Here?” (3 days) , RL.CS.5, RL.KID.3,</li> <li>• <i>From The Dream Collector</i> (2 days) L.VAU.6, SL.PKI.5, 6</li> <li>• <i>Why Do Some Brains Enjoy Fear?</i> (4 days including 2 days for research) L.VAU.4, RI.KID.3, RI.CS.4</li> </ul> <p><b>Bring work sample to collaboration</b></p> <ul style="list-style-type: none"> <li>• “beware: do not read this poem,” “The Raven,” “Windigo” (5 days including 3 days for planning presentations) L.VAU.4, (be) RL.KID.2, RL.CS.5</li> </ul>	<p><b>Sentence Structure</b> L.CSE. 1</p> <p><b>Phrases</b> L.CSE.1</p> <p><b>Adverbs</b> L.VAU .4</p>	<p><i>Novels are supplementary material that may be layered into the unit to focus on target standards. They should not be used in place of unit texts. They may replace May Do independent reading selections.</i></p> <p>*Please vet all novels before presenting to students. Although Savvas approves the materials, novels may be challenged in our community. Use teacher discretion.</p> <p>Before teaching a novel unit, please refer to the controversial materials guidance document.</p> <p>T42-43 - Pacing Guide</p> <ul style="list-style-type: none"> <li>• <i>The Invisible Man</i> (920-980L)</li> <li>• <i>Frankenstein</i> (970L)</li> <li>• <i>Dracula</i> (800L)</li> </ul>

SL.PKI.4, 5, 6, SL.CC.1

- Explanatory Essay (3 days)  
W.TTP.2  
**Bring Sample to district PLC**

**Quarter 3 (48 Instructional Days)**  
**January 5 - March 13**

**Unit 3 Extending Freedom's Reach**

30 Lessons + flex days to be added where needed (scaffolding, novels, reteaching, grammar focus)

**Refer to Savvas Guide for specific activities for each text.**

Q3 Benchmark Window: **February 23 - March 13, 2026**

<p style="text-align: center;"><b>Writing Focus &amp; Assessments</b></p>	<p style="text-align: center;"><b>Must Do Texts &amp; Standards Taught</b></p>	<p style="text-align: center;"><b>Grammar and Vocabulary</b></p>	<p style="text-align: center;"><b>Novel Supplements</b></p>
<p>Writing focus - Explanatory Essays (pp. 296 - 300, p. 323, and pp. 357 - 359)</p> <p>W.TTP.2, W.RBPK.7, 8, WRW.10 RI.IKI.7, W.PDW.5</p> <p>Formative Assessments Selection tests and extension tests throughout unit</p> <p>S&amp;L - Multimedia Presentation (pp. 350 - 351, and p. 360) SL.PKI.4, 5, 6</p>	<p style="text-align: center;"><b>Essential Q: What is the relationship between power and freedom?</b></p> <ul style="list-style-type: none"> <li>• “Born Free: Children and the Struggle for Human Rights” (1 Day) RI.KID.2</li> <li>• <i>from</i> The “Four Freedoms” Speech (5 days) L.VAU.4, RI.CS.6, RI.IKI.8, 9, SL.CC.3 L.CSE.1 Phrases</li> <li>• Inaugural Address speech and video (11 Days writing Compares with Four Freedoms) L.VAU.4, 6, RI.CS.6, RI.IKI.9W.TTP.2, Bring Sample to collaboration</li> <li>• “Speech at the United Nations” (3 Days) VAU.4, (bene) RI.KID.2, RI.CS.6, L.CSE.1 (clauses)</li> <li>• “Diane Sawyer Interviews Malala Yousafzai” (3 days including 2 days for writing) VAU.6 , RI.KID.1</li> </ul> <p style="text-align: center;"><b>Bring Writing Sample to Collaboration</b></p> <ul style="list-style-type: none"> <li>• “Caged Bird” “Some Advice to Those Who Will Serve Time in Prison” (3 days including writing) VAU.4, (multiple meaning words) RL. CS.4, W.TTP.3</li> <li>• “The Censors” (2 days) L.VAU.4, (sub) RL.CS.4, 6, SL.CC.1</li> <li>• <i>From</i> “Freedom of the Press Report” (2 days)</li> </ul>	<p style="text-align: center;"><b>Phrases L.CSE.1</b></p> <p style="text-align: center;"><b>Clauses L.CSE.1</b></p> <p style="text-align: center;"><b>Multiple meaning words L.VAU.4</b></p> <p style="text-align: center;"><b>Latin -pac -vol- bene- Sub- L.VAU.4.b</b></p> <p style="text-align: center;"><b>Media Vocabulary L.VAU.6</b></p>	<p><i>Novels are supplementary material that may be layered into the unit to focus on target standards. They should not be used in place of unit texts. They may replace May Do independent reading selections.</i></p> <p><i>*Please vet all novels before presenting to students. Although Savvas approves the materials, novels may be challenged in our community. Use teacher discretion.</i></p> <p>Before teaching a novel unit, please refer to the controversial materials guidance document.</p> <p>T46-47 - Pacing Guide</p> <ul style="list-style-type: none"> <li>• <i>Things Fall Apart</i> (890L)</li> <li>• <i>Incidents in the Life of a Slave Girl</i> (740L)</li> </ul>

L.VAU.6, W.PDW.6, SL.PKI.4, 5

- Essay

**Quarter 4 (45 Instructional Days)**  
**March 26 - May 29**

**Unit 4 All That Glitters**

31 Lessons + 14 flex days to be added where needed (scaffolding, novels, reteaching, grammar focus)

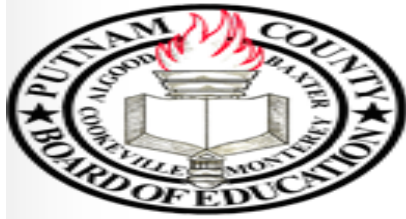
**Refer to Savvas Guide for specific activities for each text.**

Benchmark Window: \*TBD (EOY at Teacher discretion)

<p style="text-align: center;"><b>Writing Focus &amp; Assessments</b></p> <p>Writing Focus: Explanatory Essay (pp. 408 - 411, 487 - 489) (W.TTP.2)</p> <p>Objective or Critical Summary RI.KID.2</p> <p>Formative Assessments Selection Tests throughout unit</p> <p>Performance-Based Assessment:</p> <p>S&amp;L - Oral Presentation (p. 490)</p> <p>SL.PKI.4</p>	<p style="text-align: center;"><b>Must Do Texts &amp; Standards Taught</b></p> <p><b>Essential Question:</b> What do our possessions reveal about us?</p> <ul style="list-style-type: none"> <li>• “I Came, I Saw, I Shopped” ( 1 Day) L.VAU.6 Critical Summary <b>Bring to April 16, 2025 PLC</b> We will look for growth.</li> <li>• “The Necklace” (8 days) L.VAU.4, RL.CS.5, “Civil Peace” (4 Days) L.KL.3, RL. KID.1, 2, 3</li> <li>• “Fit For a King: Treasures of Tutankhamun” (2 Days) L.VAU.6, W.PDW.6, SL.PKI.5</li> <li>• Essay 3 days W.TTP.2</li> <li>• “In La Rinconada, Peru, Searching for Beauty in Ugliness” (4 Days) L.VAU.4, RI.CS. 4, 5, 6</li> <li>• “Avarice,” “The Good Life, “ and “Money” (2 days) L.VAU.4, 5, RL.CS.4, 5</li> <li>• “The Gold Touch” and “from King Midas” (3 days) L.VAU.4, RL.CS.5, L.CSE.1 RL.IKI.7, 9 (Clauses)</li> <li>• “The Thrill of the Chase” (1 Day) L.VAU.4, RI.KID.3, RI.CS.5</li> <li>• Essay (3 days) (W.TTP.2)</li> </ul>	<p style="text-align: center;"><b>Grammar &amp; Vocabulary</b></p> <p>L.CSE.2 Semicolons and conjunctive adverbs</p> <p>Clauses L.CSE.1</p> <p>Sentence variety RI.CS.5</p> <p>Latin -splend- -tempor- -temper- -lus- -dur- -fac- L.VAU.4 c,d</p>	<p style="text-align: center;"><b>Novel Supplements</b></p> <p><i>Novels are supplementary material that may be layered into the unit to focus on target standards. They should not be used in place of unit texts. They may replace May Do independent reading selections. *Please vet all novels before presenting to students. Use teacher discretion.</i></p> <p>Before teaching a novel unit, please refer to the controversial materials guidance document.</p> <p>*Please vet all novels before presenting to students. Although Savvas approves the materials, novels may be challenged in our community. Use teacher discretion.</p> <p>T48-49 - Pacing Guide</p> <ul style="list-style-type: none"> <li>• <i>The Great Gatsby</i> (1070L)</li> <li>• <i>Great Expectations</i> (1150L)</li> <li>• <i>Treasure Island</i> (Electronic copy available in the platform) (1070L)</li> </ul>
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		Compound nouns L.KL.3	
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\*\*Grades 9-10 ELA Standards (Reading, Language, Writing, Speaking and Listening) are listed in detail on the following pages



**PUTNAM COUNTY**  
**School System**  
**ENGAGE INSPIRE ACHIEVE**

TN Reading Standards - Grades 9-10	
Literature Reading Standards	Informational Reading Standards
9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
9-10.RL.CS.4 Determine the meaning of words and phrases as	9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and



<p>they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p>	<p>technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>
<p>9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p>	<p>9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>
<p>9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.</p>	<p>9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
<p>9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.</p>	<p>9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.</p>
<p>Standard #8 is not applicable to literature.</p>	<p>9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p>
<p>9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.</p>	<p>9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.</p>
<p>9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with</p>	<p>9.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p>

a gradual release of scaffolding at the higher end as needed.	
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TN Language Standards - Grades 9-10	
9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	
9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	
9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade- level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	
9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	
9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

TN Writing Standards - Grades 9-10
9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

- a. Introduce precise claim(s).
- b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- d. Provide a concluding statement or section that follows from and supports the argument presented.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone.

9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

- a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- 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.
- d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
- f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- g. Establish and maintain a formal style and objective tone.

9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
- b. Sequence events so that they build on one another to create a coherent whole.
- c. Create a smooth progression of experiences or events.
- d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- g. Establish and maintain an appropriate style and tone.

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

9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on

addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

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

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

#### TN Speaking and Listening Standards - Grades 9-10

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

9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.

9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.