



*Engage. Challenge. Inspire.*

English I Curriculum Map 2023-2024

“The committee of Tennessee teachers, administrators, and higher education faculty who wrote the standards maintained an intentional focus on the language of the five strands. Following the mantra of “read about it, talk about it, write about it”—the committee approached reading and writing as reciprocal skills; therefore, the role of texts and routine writing permeates all of the standards. Students should read high quality texts, discuss their interpretation and analysis, and write about their learning. When working with the writing and speaking and listening standards, students should engage in reading and research practices as well as focus on the craft and correctness of their language.” Tennessee English Language Arts Standards

*Tennessee English Language Arts Standards*

This document provides a listing of ELA focus standards per quarter. Although standards are divided on this map, all ELA standards should be repeatedly and strategically used over the course of the year to strengthen reading and writing skills and deepen understanding of increasingly complex texts. Our Tennessee Academic Standards document states that “...planning for instruction needs to begin with a high-quality text and [that] planning decisions with the standards center on the selection(s).”

Classroom materials, plans, and instructional strategies should reflect the three ELA instructional shifts:

- Regular practice with complex text and its academic vocabulary
- Reading and writing grounded in evidence from literary and informational text
- Building knowledge through content-rich literary and informational text

**ACT connections** are included to reinforce awareness that ACT standards are encompassed within the Tennessee Academic Standards, ensuring that students who show strong growth and achievement on TCAP will also be well prepared to meet the college-and-career-readiness benchmarks on the ACT.

**WRITING**



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Although each quarter has a writing focus for explicit instruction, all three modes of writing should be practiced and reinforced over the course of the semester across ELA units as appropriate for unit texts and tasks.

Quarter 1
August 8-October 6
January 8- March 15

Unit 1- American Voices
9 Days

Writing Focus 9-10.W.TTP3

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.

Table with 3 columns: TN State Standard, ACT Standard, and Pacing and Possible Texts. It details focus standards for 9-10.RL.KID.2 and IDT 701, and lists possible texts like Summer Reading and Freshman English Orientation.



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- **9-10.RI.KID.2** Determine a central idea of a text analyze its development; provide an objective summary.
- **9-10. RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of word choices on meaning and tone.
- **9-10.RI.CS.5** Analyze how an author’s ideas of claims are developed and refined by a particular sentences, paragraphs, or larger portions of the text.
- **9-10.RI.CS.6** Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- **9-10.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

- **REL 702** Understand implied or subtly stated comparative relationships in complex passages.
- **WME 701** Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex.
- **WME 702** Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings.
- **TST 601** Analyze how one or more sentences in complex passages relate to the whole passage.
- **TST 602** Infer the function of paragraphs in more challenging passages.
- **TST 603** Analyze the overall structure of complex passages.
- **PPV 701** Identify or infer a purpose in complex passages and how that purpose shapes content and style.

- Familiarize students with Canvas, One Drive, Email, ClassLink, Pearson Realize. **2 Days**
- Pretesting to determine any gaps in learning from Covid 19- **1 Day**
  - from “When I Was Puerto Rican”
  - “Finding a Voice: A Taiwanese Family Adapts to America”
  - “The Immigrant Contribution” from A Nation of Immigrants **3 Days**
  - Writing Performance Task **1 Day**  
Narrative nonfiction: **How is an American Identity Created?**
  - “Rules of the Game” from *The Joy Luck Club*
  - “American History”



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<p>nuances in the meaning of words with similar denotations.</p> <ul style="list-style-type: none"> <li>● <b>9-10.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of <u>semicolons and colons</u> 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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>USL 601</b> Show effective use of language to communicate ideas clearly by: <ul style="list-style-type: none"> <li>● correctly employing most conventions of standard English grammar, usage, and mechanics</li> <li>● consistently choosing words that are precise and varied.</li> <li>● using a variety of kinds of sentence structures to vary pace and to support meaning.</li> </ul> </li> </ul>	
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**WIDA STANDARDS:**  
ELD-LA.9-12.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by identifying themes or central ideas that develop over the course of a text, analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context), and evaluation the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view.  
ELD-LA.9-12.Narrate.Expressive: Multilingual learners will construct language arts narratives that orient audience to context and one or multiple points of view, develop and describe characters and their relationships over a progression of experiences or events, develop story, advancing the plot and themes with complications and resolutions, time and event sequences, and engage and adjust for audience.

**Unit 2 -Survival  
14 Days**

**Writing Focus**

**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



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<p>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</p>		
TN State Standard	ACT Standard	Pacing and Possible Texts
<p><b>9-10.RL.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.RI.KID.2</b> Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.RL.KID.3</b> Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p><b>9-10.RI.KID.3</b> Analyze how an author presents and develops key ideas and events to impact meaning</p> <p><b>9-10.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p> <p><b>9-10.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative,</p>	<p><b>CLR 603</b> Draw subtle logical conclusions in more challenging passages.</p> <p><b>IDT 701</b> Identify or infer a central idea or theme in complex passages or their paragraphs.</p> <p><b>IDT 602</b> Summarize key supporting ideas and details in complex passages.</p> <p><b>REL 702</b> Understand implied or subtly stated comparative relationships in complex passages.</p> <p><b>REL 704</b> Understand implied or subtly stated cause-effect relationships in complex passages.</p> <p><b>TST 601</b> Analyze how one or more sentences in complex passages relate to the whole passage.</p> <p><b>TST 602</b> Infer the function of paragraphs in more challenging passages.</p> <p><b>ARG 701</b> Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex.</p> <p><b>EXJ 601</b> Show advanced understanding of the persuasive purpose of the task by</p>	<ul style="list-style-type: none"> <li>● Unit Introduction <b>½ Day</b></li> <li>● “The Seventh Man”-Short story anchor <b>2 1/2 Days</b></li> <li>● “The Value of a Sherpa Life” – Informational Text <b>1 Day</b></li> <li>● “I am Offering This Poem” – Poem “The Writer” – Poem “Hugging the Jukebox” – Poem <b>2 Days</b></li> <li>● “Sharks and Bullets” Chapter 15 Memoir from <i>Unbroken</i> <b>2 Days</b></li> <li>● <i>From Life of Pi</i> <b>3 Days</b></li> <li>● “Titanic vs. Lusitania: How People Behave in a Disaster” <b>1 Day</b></li> <li>● “The Cost of Survival” Argument Introduction material</li> <li>● <b>Performance Task: Should people in life or death situations be held</b></li> </ul>



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connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

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

**9-10.RI.CS.5** Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

**9-10.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.

taking a position on the specific issue in the prompt and offering a critical context for discussion.

**EV 601** Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples.

**ORI 601** Provide a unified, coherent organizational structure that presents a logical progression of ideas.

**ORI 602** Use precise transitional words, phrases, and sentences to convey logical relationships between ideas.

**ORI 603** Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas.

**accountable for their actions?  
2 Days**



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**WIDA STANDARDS**

ELD-LA.9-12.Argue.Interpretive: Multilingual learners will interpret language arts arguments by identifying and summarizing central ideas of primary or secondary sources, analyzing use of rhetoric and details to advance point of view or purpose, and evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims.

ELD-LA.9-12.Argue.Expressive: Multilingual learners will construct language arts arguments that introduce and develop precise claims and address counterclaims, support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence, establish and maintain a formal style and objective tone, and logically organize claims, counter claims, reasons, and evidence; offer a conclusion with recommendations.

**Quarter 2**  
**October 17 – December 20**  
**March 25 – April 21**

**Unit 3-The Literature of Civil Rights**  
**15 Days (2 extra)**

**Writing Focus: 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.



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TN State Standard	ACT Standard	Pacing and Possible Texts
<p><b>Focus Standards</b></p> <p><b>9-10.L.VAU.4</b> 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.</p> <p>a. Use context as a clue to the meaning of a word or a phrase.</p> <p>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p><b>9-10.L.VAU.5</b> 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.</p> <p><b>9-10.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>9-10.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p>	<p><b>KLA 601</b> Revise vague, clumsy, and consuming writing involving sophisticated language.</p> <p><b>KLA 702</b> Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated.</p> <p><b>SST 601</b> Recognize and correct subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses).</p> <p><b>PUN 501</b> Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated.</p> <p><b>PUN 601</b> Use commas to avoid ambiguity when the syntax or language is sophisticated.</p> <p><b>PUN 604</b> Use a semicolon to link closely related independent clauses.</p> <p><b>PUN 702</b> Use a colon to introduce an example or elaboration.</p> <p><b>CLR 603</b> Draw subtle logical conclusions in more challenging passages.</p>	<p>Unit introduction 1963 The Year That Changed Everything <b>½ Day</b></p> <p>“I Have a Dream” Speech Dr. Martin Luther King Jr. <b>2 1/2 Days</b></p> <p>“Letter from Birmingham Jail” letter Dr. Martin Luther King Jr. <b>2 Days</b></p> <p>“Remarks on the Assisination of Dr. Martin Luther King Jr. ” <b>2 Days</b></p> <p><b>Performance Task: Explain how words have the power to provoke, calm, or inspire. 2 Days.</b></p> <p>“For My People: Incident” Poetry <b>1 Day</b></p> <p>“Lessons of Dr. Martin Luther King Jr.” Caesar Chavez Speech <b>2 Days</b></p> <p>“Traveling” Grace Paley Memoir <b>1 Day</b></p> <p>Independent Learning Opportunity <b>1 Day</b></p> <p>Unit Test <b>1 Day</b></p>





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

**9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.

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

**9-10.RI.CS.5** Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**9-10.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.

**IDT 701** Identify or infer a central idea or theme in complex passages or their paragraphs.

**IDT 602** Summarize key supporting ideas and details in complex passages.

**REL 702** Understand implied or subtly stated comparative relationships in complex passages.

**REL 704** Understand implied or subtly stated cause-effect relationships in complex passages.

**WIDA STANDARDS**

ELD-LA.9-12.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by identifying and/or summarizing central ideas, analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships, and evaluating cumulative impact and refinement of author’s key word choices over the course of text.

ELD-LA.9-12.Inform.Expressive: Multilingual learners will construct informational texts in language arts that introduce and define topic and/or entity for audience, establish an objective or neutral stance, add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships, and develop coherence and cohesion throughout text.



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**Quarter 3**  
**October 13 -November 6**  
**March 16 - April 16**

**Unit 4-Journeys of Transformation**  
**18 Days**

**Writing Focus**  
**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.

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

TN State Standard	ACT Standard	Pacing and Possible Texts
<p><b>Focus Standards</b></p> <p><b>9-10.L.VAU.4</b> 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.</p> <ol style="list-style-type: none"> <li>Use context as a clue to the meaning of a word or a phrase.</li> <li>Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</li> <li>Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</li> </ol>	<p><b>CLR 603</b> Draw subtle logical conclusions in more challenging passages.</p> <p><b>IDT 701</b> Identify or infer a central idea or theme in complex passages or their paragraphs.</p> <p><b>IDT 602</b> Summarize key supporting ideas and details in complex passages.</p>	<ul style="list-style-type: none"> <li>Unit Intro            “Gone and Back Again: A Travelers Advice.” <b>1 Day</b></li> <li>Historical Context <b>2 Days</b></li> <li><i>The Odyssey</i> Part 1 Epic Poem Homer <b>3 Days</b></li> <li><i>The Odyssey</i> Part 2 Epic Poem Homer <b>3 Days</b></li> </ul>



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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 post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**9-10.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.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.

**REL 702** Understand implied or subtly stated comparative relationships in complex passages.

**REL 704** Understand implied or subtly stated cause-effect relationships in complex passages.

**WME 701** Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex.

**WME 702** Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings.

**TST 601** Analyze how one or more sentences in complex passages relate to the whole passage.

**TST 602** Infer the function of paragraphs in more challenging passages.

**TST 603** Analyze the overall structure of complex passages.

**PPV 701** Identify or infer a purpose in complex passages and how that purpose shapes content and style.

**KLA 702** Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated.

**SST 601** Recognize and correct subtle disturbances in sentence structure (e.g.,

- *from The Odyssey* Graphic Novel **2 Days**
- **Performance Task**  
**When does the journey become more important than the destination?**  
**2 Days**
- The Return short story  
**2 Days**
- Poetry Collection  
**2 Days**
- Unit Test  
**1 Day**



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**9-10.RL.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 they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

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

**9-10.RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.

weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses).

**PUN 501** Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated.

**PUN 601** Use commas to avoid ambiguity when the syntax or language is sophisticated.

**PUN 604** Use a semicolon to link closely related independent clauses.

**WIDA STANDARDS**

ELD-LA.9-12.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by identifying and/or summarizing central ideas, analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships, and evaluating cumulative impact and refinement of author’s key word choices over the course of text.

ELD-LA.9-12.Inform.Expressive: Multilingual learners will construct informational texts in language arts that introduce and define topic and/or entity for audience, establish an objective or neutral stance, add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships, and develop coherence and cohesion throughout text.