Georgia Tutorials are designed specifically for the Georgia Standards of Excellence and the Georgia Performance Standards to prepare students for the Georgia Milestones.

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.

Unit 1: Elements of Literature 1

- **IMAGERY**
  - 10.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)
  - 10.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)
- **FIGURATIVE LANGUAGE**
  - 10.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)
  - 10.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)
- **RHYME AND SOUND DEVICES**

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- 10.T.T.4.a: Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)

- **RHYTHM AND METER**
  - 10.T.T.4.a: Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)

Unit 2: Elements of Literature 2

- **THEME**
  - 10.T.T.1.c: Analyze and evaluate how a texts theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)
- **CHARACTER TYPES**
  - 10.T.T.1.d: Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I)
- **FORESHADOWING AND SUSPENSE**
  - 10.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)
  - 10.T.T.1.a: Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)

Unit 3: Reading Strategies 1

- **DETERMINING AUTHOR'S PURPOSE**
  - 10.T.C.1.a: Use knowledge of texts distinct disciplinary, personal, or technical purposes to aid comprehension. (I)
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - 10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)

Unit 4: Reading Strategies 2

- **MAKING INFERENCES**
  - 10.T.C.1.a: Use knowledge of texts distinct disciplinary, personal, or technical purposes to aid comprehension. (I)
- **IMPLIED MAIN IDEA**
  - 10.T.C.2.c: Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation. (I)

Unit 5: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - 10.T.C.1.b: Evaluate the impact of context and language on a texts reception by the audience. (I)

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- **ANALYZING AUTHOR'S PERSPECTIVE**
  - 10.T.C.1.b: Evaluate the impact of context and language on a texts reception by the audience. (I)
  - 10.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I)

Unit 6: Author's Voice and Method 2

- **TONE AND MOOD**
  - 10.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)
- **WORD CHOICE**
  - 10.T.C.1.b: Evaluate the impact of context and language on a texts reception by the audience. (I)
  - 10.T.T.1.b: Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an authors purpose. (I)

Unit 7: Strategy 1

- **EVALUATING EVIDENCE**
  - 10.T.RA.2.b: Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. (I)
- **ANALYZING CONFLICTING EVIDENCE**
  - 10.T.T.2.b: Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I)
- **FACT VS. OPINION**
  - 10.T.RA.2.b: Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. (I)

Unit 8: Strategy 2

- **ANALYZING AUDIENCE APPEALS**
  - 10.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)
  - 10.T.T.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)
  - 10.T.T.3.b: Analyze the use of rhetorical appeals; identify fallacies in a text. (I)
  - 10.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences. (C)
  - 10.T.T.3.d: Integrate multiple rhetorical devices or appeals strategically. (C)
- **RHETORICAL TECHNIQUES**

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- 10.T.SS.2.b: Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)
- 10.T.T.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)
- 10.T.T.3.c: Apply argumentative techniques strategically to enhance writing and engage audiences. (C)
- 10.T.T.3.d: Integrate multiple rhetorical devices or appeals strategically. (C)

Unit 9: Strategy 3

- **TEXT STRUCTURES AND DEVELOPMENT**
  - 10.T.SS.1.a: Analyze and evaluate the effectiveness of a texts organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I)
- **LOGICAL FALLACIES**
  - 10.T.T.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)
  - 10.T.T.3.b: Analyze the use of rhetorical appeals; identify fallacies in a text. (I)
- **CENTRAL IDEAS**
  - 10.T.T.3.a: Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)

Unit 10: Text Types

- **LITERARY AND INFORMATIONAL TEXTS**
  - 10.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I)
- **TECHNICAL DOCUMENTS**
  - 10.T.C.1.a: Use knowledge of texts distinct disciplinary, personal, or technical purposes to aid comprehension. (I)
- **FOUNDATIONAL U.S. DOCUMENTS**
  - 10.T.C.2.c: Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation. (I)
- **USING CULTURAL AND HISTORICAL CONTEXT**
  - 10.T.C.2.c: Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation. (I)

Unit 11: Analyzing Informational Text

- **ANALYZING INTERPRETATIONS OF NONFICTION**

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- 10.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I)

- **PRINT AND NONPRINT TEXTS**
  - 10.T.C.2.b: Identify overtly commercial influences on texts in audiovisual and digital modes and platforms. (I)
- **EVALUATING THE MEDIA**
  - 10.T.C.2.b: Identify overtly commercial influences on texts in audiovisual and digital modes and platforms. (I)
  - 10.T.RA.2.b: Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. (I)

Unit 12: Analyzing Literature

- **THEMES ACROSS CULTURES**
  - 10.T.T.1.c: Analyze and evaluate how a texts theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)
  - 10.T.PM.1.b: Identify and discuss major authors and works of two periods of English and American literary history, including key themes and stylistic features. (I)
- **EPICS**
  - 10.T.T.1.d: Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I)
  - 10.T.PM.1.a: Explain how a modern author adapts an archetypal story, myth, event, or figure to new purposes and circumstances. (I)
- **TRANSFORMING IDEAS**
  - 10.T.T.1.d: Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I)
  - 10.T.PM.1.a: Explain how a modern author adapts an archetypal story, myth, event, or figure to new purposes and circumstances. (I)
- **ANALYZING FICTION ACROSS MEDIUMS**
  - 10.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I)

Unit 13: Text Organization 1

- **CAUSE AND EFFECT**
  - 10.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)

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- **COMPARE AND CONTRAST**
  - 10.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)

Unit 14: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - 10.T.T.2.a: Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)
- **FLASHBACK AND FRAMING**
  - 10.T.T.1.a: Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)

Unit 15: Sentence Structure

- **SENTENCE STRUCTURE**
  - 10.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including analyzing instances of parallel structure. (I)
- **PARALLELISM AND VERB TENSE**
  - 10.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including analyzing instances of parallel structure. (I)
  - 10.L.GC.2.e: Recognize and use parallel structure within a paragraph to create symmetry and convey a congruence of ideas. (C)
- **ACTIVE AND PASSIVE VOICE**
  - 10.L.GC.2.c: Maintain consistent use of active voice throughout a text for deliberate effect. (C)

Unit 16: Clauses

- **CLAUSES**
  - 10.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including analyzing instances of parallel structure. (I)
- **RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES**
  - 10.L.GC.2.a: Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including analyzing instances of parallel structure. (I)

Unit 17: Phrases

- **PREPOSITIONAL AND INFINITIVE PHRASES**
  - 10.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods. (C)
- **GERUND AND PARTICIPIAL PHRASES**
  - 10.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods. (C)

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- **APPOSITIVE AND ABSOLUTE PHRASES**
  - 10.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods. (C)

Unit 18: Punctuation

- **COMMAS WITH PHRASES AD CLAUSES**
  - 10.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods. (C)
- **COLONS AND SEMICOLONS**
  - 10.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods. (C)
- **DASHES AND HYPHENS**
  - 10.L.GC.1.60: Mechanics: Use dashes appropriately. (Master)
- **END MARKS**
  - 10.L.GC.2.b: Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods. (C)

Unit 19: Contextual Clues 1

- **ROOTS, PREFIXES, AND SUFFIXES**
  - 10.L.V.1.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)
  - 10.L.V.2.a: Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. (I)
  - 10.L.V.2.c: Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)
- **USING CONTEXT CLUES**
  - 10.L.V.1.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - 10.L.V.1.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)
- **TECHNICAL LANGUAGE**
  - 10.L.V.1.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)

Unit 20: Contextual Clues 2

- **WORD PATTERNS**

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- 10.L.V.2.b: Determine the meanings of words and phrases in context by analyzing the function of parts of speech. (I)
- 10.L.V.2.d: Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. (C)

- **CONNOTATION AND DENOTATION**
  - 10.L.V.3.b: Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts. (I)
  - 10.L.V.3.c: Analyze the nuances in connotative meaning of words that share a similar denotation. (I)
  - 10.T.SS.2.a: Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)
- **CHANGING LANGUAGE CONVENTIONS**
  - 10.L.V.2.a: Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. (I)

Unit 21: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - 10.L.V.1.b: Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings. (C)
  - 10.T.SS.2.c: Use formal style when speaking or writing to establish credibility and tone. (C)
  - 10.T.T.2.d: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C)
- **USING THE DICTIONARY AND THESAURUS**
  - 10.L.V.3.d: Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)
  - 10.L.V.3.e: Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources. (C)
- **USING STYLE MANUALS**
  - 10.L.GC.1.61: Grammar, Usage, Mechanics: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Master)
  - 10.L.V.3.d: Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)
  - 10.T.RA.1.b: Use analytical findings to support a research question or thesis, citing appropriately. (I)

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- 10.T.RA.2.c: Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. (C)

Unit 22: Building an Essay 1

- **DETERMINING APPROPRIATE ESSAY FORMAT**
  - 10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)
- **INTRODUCTIONS**
  - 10.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)
- **CONCLUSIONS**
  - 10.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)

Unit 23: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - 10.T.C.1.c: Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C)
- **WRITING AND TECHNOLOGY**
  - 10.T.C.1.c: Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C)

Unit 24: Narrative Writing

- **SHORT NARRATIVES**
  - 10.T.T.1.b: Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an authors purpose. (I)
  - 10.T.T.1.e: Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing.
- **NARRATIVE TECHNIQUES**
  - 10.L.GC.2.d: Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement. (C)

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- 10.T.T.1.a: Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)
- 10.T.T.1.b: Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an authors purpose. (I)
- 10.T.T.1.e: Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing.

Unit 25: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - 10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)
  - 10.T.T.2.d: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C)
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - 10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)
  - 10.T.T.2.d: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C)
- **EXPOSITORY ESSAYS**
  - 10.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)
  - 10.T.T.2.d: Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C)

Unit 26: Argumentative Writing 1

- **ARGUMENTATIVE CLAIMS**
  - 10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)
- **CLAIMS AND COUNTERCLAIMS**
  - 10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

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- 10.T.SS.1.b: Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)

Unit 27: Argumentative Writing 2

- **TYPES OF EVIDENCE**
  - 10.T.RA.2.b: Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. (I)
- **ARGUMENTATIVE ESSAYS**
  - 10.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)

Unit 28: Research

- **REFINING A RESEARCH QUESTION**
  - 10.T.RA.1.a: Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. (I)
- **GATHERING INFORMATION**
  - 10.T.RA.2.a: Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. (I)
- **SYNTHESIZING IDEAS**
  - 10.T.C.2.d: Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. (C)
- **AVOIDING PLAGIARISM**
  - 10.T.RA.1.c: Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format. (C)

Unit 29: Revision Considerations 1

- **UNITY AND FOCUS**
  - 10.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)
- **WORDINESS AND REDUNDANCY**
  - 10.T.SS.1.d: Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and

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developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)

Unit 30: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - 10.T.SS.1.c: Guide the audience through texts using varied transitions, including between paragraphs and text sections, to enhance cohesion. (C)
- **MAINTAINING A FORMAL STYLE**
  - 10.T.SS.2.c: Use formal style when speaking or writing to establish credibility and tone. (C)

Unit 31: Speaking and Listening

- **ANALYZING AND DEVELOPING A SPEECH**
  - 10.T.C.1.c: Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C)

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