

SOL EOC Tutorials for Virginia are designed specifically for the Virginia Standards of Learning to prepare students for the Standards of Learning tests.

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, persuasive, 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.

Test-Taking Strategies for EOC Tutorials allow students to practice and apply learning approaches that will hone their test-taking skills and focus them for success on the day of their EOC test.

Unit 1: Vocabulary Development

- **ROOTS, PREFIXES, AND SUFFIXES**

- 10.RV.1.C: Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words.
- 10.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- 9.RV.1.C: Use structural analysis of roots, affixes, and etymology to explain the meanings of unfamiliar and complex words.

- 9.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- 9.RV.1.G: Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
- **USING CONTEXTUAL CLUES**
 - 11.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
 - 11.RV.1.B: Use context and sentence structure to clarify the meanings of words and phrases.
 - 11.RV.1.G: Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
- **TECHNICAL LANGUAGE**
 - 9.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
 - 10.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- **CHANGING LANGUAGE CONVENTIONS**
 - 9.RV.1.C: Use structural analysis of roots, affixes, and etymology to explain the meanings of unfamiliar and complex words.
 - 10.RV.1.C: Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words.

Unit 2: Analyzing Language

- **CONNOTATION AND DENOTATION**
 - 11.RV.1.A: Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
 - 11.RV.1.D: Analyze the nuances in the meaning of words with similar denotations (e.g., clever, cunning, brainy).
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
 - 11.RV.1.E: Explain and analyze idiomatic language in context.
- **FIGURATIVE LANGUAGE**
 - 9.RV.1.B: Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
 - 10.RL.2.B: Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.
 - 10.RV.1.F: Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.

- **ALLUSIONS**

- 11.RL.3.B: Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.
- 11.RV.1.F: Explain the meaning of figurative language and literary and classical allusions and analyze their role in texts.

Unit 3: Elements of Literature 1

- **PLOT**

- 9.RL.1.A: Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
- 9.RL.3.B: Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

- **EXPLORING SETTING**

- 9.RL.1.A: Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
- 9.RL.3.B: Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

- **POINT OF VIEW**

- 10.RL.2.D: Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.
- 9.RL.2.C: Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.

- **CHARACTER TYPES**

- 9.RL.1.A: Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
- 9.RL.1.C: Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.

Unit 4: Elements of Literature 2

- **WORD CHOICE**

- 9.RL.2.B: Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.

- **TONE AND MOOD**

- 9.RL.2.B: Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.
- 10.RL.2.C: Analyze how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.

- **THEME**

- 9.RL.1.A: Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.

Unit 5: Elements of Literature 3

- **THEMES ACROSS CULTURES**

- 10.RL.1.A: Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras.
- 10.RL.3.C: Analyze the similarities and differences represented in the literature of different cultures and eras.
- 10.W.1.C: Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

Unit 6: Literary Devices

- **HYPERBOLE AND UNDERSTATEMENT**

- 9.RL.2.C: Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.
- 11.RI.2.C: Recognize and analyze the author's purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts.
- 11.RL.2.D: Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.
- 10.RL.2.D: Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.
- 10.RI.2.C: Analyze the author's purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts.

- **IRONY AND SARCASM**

- 9.RL.2.C: Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.
- 11.RI.2.C: Recognize and analyze the author's purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts.
- 11.RL.2.D: Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

- **SATIRE AND PARADOX**

- 11.RL.2.D: Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.
- 10.RL.2.B: Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.

- 10.RL.2.D: Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.

Unit 7: Analyzing Poetry

- **RHYME SCHEME**

- 11.RL.2.A: Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader's senses.

- **RHYTHM AND METER**

- 11.RL.2.A: Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader's senses.

- **IMAGERY**

- 11.RL.2.C: Critique how authors use key literary devices (e.g., imagery, personification, symbolism) to contribute to the meaning of a text, including its character development, theme, conflict, and archetypes.

Unit 8: Style, Purpose, and Perspective 1

- **ANALYZING AUTHOR'S STYLE**

- 9.RL.2.B: Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.
- 10.RL.2.C: Analyze how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.

Unit 9: Style, Purpose, and Perspective 2

- **DETERMINING AUTHOR'S PURPOSE**

- 9.RI.1.A: Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.

Unit 10: Style, Purpose, and Perspective 3

- **ANALYZING AUTHOR'S PERSPECTIVE**

- 11.RL.3.C: Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

Unit 11: Style, Purpose, and Perspective 4

- **USING SOCIAL AND HISTORICAL CONTEXT**

- 9.RL.3.A: Describe how the historical or social function of a text depends on its context (e.g., cultural, situational, historical, geographical).

Unit 12: Analyzing Nonfiction

- **IMPLIED MAIN IDEA**

- 9.RI.1.A: Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
- **ANALYZING EFFECTIVE TEXT STRUCTURES**
 - 11.RI.2.A: Examine how textual elements and organizational patterns contribute to meaning and the author's purpose.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
 - 11.RI.2.A: Examine how textual elements and organizational patterns contribute to meaning and the author's purpose.
 - 11.RI.3.B: Compare and contrast informational and technical texts for intent, content, and clarity.

Unit 13: Foundational American Literature

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
 - 11.RL.1.A: Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.
- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
 - 11.RL.1.A: Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.
- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
 - 11.RL.1.A: Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.

Unit 14: Rhetorical Devices

- **RHETORICAL TECHNIQUES**
 - 9.RI.2.B: Analyze an author's word choice and use of rhetorical devices to persuade or convince an audience.
- **PERSUASIVE APPEALS AND PARAGRAPHS**
 - 9.RI.2.C: Analyze how authors use rhetorical devices to create ethos, logos, and pathos and impact the reader.
 - 9.W.2.A.iii: Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
 - 9.W.2.A.ii: Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.
 - 11.W.1.A.iii: Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to

the audience's knowledge.

- 11.W.2.A.ii: Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.

Unit 15: Genre Analysis

• GENRE AND THEME

- 9.RL.1.B: Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.
- 10.RL.3.B: Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms.

• LITERARY ESSAYS

- 9.RL.1.B: Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.

• DRAMATIC CONVENTIONS

- 10.RL.1.C: Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
- 10.RL.1.D: Identify and explain how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.
- 11.RL.1.D: Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

• LITERARY AND INFORMATIONAL TEXTS

- 9.RL.1.B: Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.

Unit 16: Textual Analysis

• TECHNICAL DOCUMENTS

- 11.RI.1.A: Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
- 11.RI.2.B: Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
- 11.RI.3.B: Compare and contrast informational and technical texts for intent, content, and clarity.

• INDUCTIVE AND DEDUCTIVE REASONING

- 11.RI.1.B: Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

- **VISUAL AIDS**

- 9.RI.1.B: Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.
- 10.RI.1.B: Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams.

Unit 17: Writing for Different Purposes and Audiences

- **FORMAL AND INFORMAL LANGUAGE**

- 11.C.4.B: Analyze and critique how media reach the targeted audience for specific purposes.
- 11.W.1.D: Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
- 10.W.1.D: Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- 10.W.1.D: Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
- 11.W.1.D: Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

- **PERSONAL NARRATIVES**

- 11.W.1.D: Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
- 10.W.1.D: Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
- 9.W.1.C: Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

Unit 18: Building an Essay

- **DETERMINING APPROPRIATE ESSAY FORMAT**

- 11.W.1.A.ii: Adopt an organizational structure that clarifies relationships among ideas and concepts.

- **INTRODUCTIONS**

- 9.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

- **TRANSITIONAL ELEMENTS**

- 9.W.2.A.iii: Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
- 9.W.1.A.ii: Adopt an organizational structure that clarifies relationships among ideas and concepts.
- 11.W.2.A.iv: Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
- 10.W.2.A.v: Using transitions effectively to connect ideas within and across paragraphs.

- **CONCLUSIONS**

- 9.W.1.A.iv: Provide a concluding section that follows from the information or explanation presented.
- 11.W.1.A.iv: Provide a concluding section that follows from the information or explanation presented.
- 10.W.1.A.iv: Provide a concluding section that follows from the information or explanation presented.

Unit 19: Expository Writing 1

- **EXPOSITORY THESIS STATEMENTS**

- 11.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
- 11.W.2.A.i: Composing a thesis statement that clearly communicates the writer's position or assertion.

Unit 20: Expository Writing 2

- **EXPOSITORY ESSAYS**

- 11.RI.1.A: Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
- 11.RI.2.B: Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
- 11.W.1.C: Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

- **TEXT STRUCTURES AND DEVELOPMENT**

- 10.RI.1.A: Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.

- 10.RI.2.A: Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
- 10.W.3.B: Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
- 11.W.3.B: Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

Unit 21: Persuasive Writing

• **PERSUASIVE THESIS STATEMENTS**

- 9.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
- 9.W.2.A.i: Composing a thesis statement that clearly communicates the writer's position or assertion.
- 10.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
- 10.W.1.B.i: Develop a thesis that demonstrates knowledgeable judgements.
- 11.W.1.A.i: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
- 11.W.1.B.i: Develop a thesis that demonstrates knowledgeable judgments.
- 11.W.2.A.i: Composing a thesis statement that clearly communicates the writer's position or assertion.

• **PERSUASIVE PARAGRAPH DEVELOPMENT**

- 11.W.1.A.iii: Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
- 11.W.2.A.ii: Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.

• **TYPES OF EVIDENCE**

- 11.W.1.A.iii: Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

• **CLAIMS AND COUNTERCLAIMS**

- 11.C.2.A.v: Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate.
- 11.R.1.D: Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
- 11.RI.1.C: Evaluate the relevance and quality of an author's premises, claims, counterclaims, and evidence by corroborating or challenging them with other information.

- 11.W.1.B.iv: Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.
- 9.W.2.A.v: Identifying and addressing counterarguments and providing a rebuttal where appropriate.
- 9.R.1.D: Synthesize multiple streams of information to support claims and introduce counterclaims.
- 10.R.1.D: Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.

Unit 22: Revision Considerations

• UNITY AND FOCUS

- 11.W.3.A: Revise writing for clarity of content, accuracy, and depth of information.

• WORDINESS AND REDUNDANCY

- 11.W.2.A.v: Elaborating ideas clearly through purposeful and precise word choice.
- 11.W.3.A: Revise writing for clarity of content, accuracy, and depth of information.

• ESTABLISHING A FORMAL STYLE

- 9.W.2.A.iii: Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.

• REVISING AND EDITING

- 9.W.3.B: Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
- 9.W.3.C: Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
- 11.W.3.C: Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
- 11.W.3.D: Write and revise to a standard acceptable both in the workplace and in post-secondary education.
- 10.W.3.C: Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

Unit 23: Sentence Structure

• SENTENCE STRUCTURE

- 11.LU.1.B: Use complex sentence structure to infuse sentence variety in writing.
- 9.W.2.A.iii: Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
- 9.LU.1.B: Craft and apply a variety of sentence structures to infuse sentence variety in writing.
- 9.LU.1.E: Maintain consistent verb tense when speaking and writing.

• PARALLELISM AND VERB TENSE

- 10.LU.1.A: Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.
- 10.LU.1.E: Maintain consistent verb tense when speaking and writing.
- 9.LU.1.A: Use parallel structure across sentences and paragraphs to link and compare/contrast ideas in writing and speaking.
- **ACTIVE AND PASSIVE VOICE**
- 9.LU.1.C: Use and apply the active and passive voice as appropriate when speaking and writing.
- 11.LU.1.C: Differentiate and apply active and passive voice to convey a desired effect in speaking and writing.

Unit 24: Phrases and Clauses

- **APPOSITIVE AND ABSOLUTE PHRASES**
- 9.LU.1.D: Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing.
- **CLAUSES**
- 9.LU.1.D: Use appositives and main and subordinate clauses to convey and clarify a message when speaking and writing.
- **PREPOSITIONAL AND INFINITIVE PHRASES**
- 11.LU.1.A: Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.

Unit 25: Punctuation

- **COLONS AND SEMICOLONS**
- 10.LU.2.A: Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing.
- 11.LU.2.A: Use commas, semi-colons, and colons correctly in complex sentences in writing.
- **COMMAS WITH PHRASES AND CLAUSES**
- 9.LU.2.A: Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

Unit 26: Conventions

- **SPELLING RULES**
- 9.LU.2.C: Spell correctly, consulting reference materials to check as needed.
- 11.LU.2.C: Spell correctly, consulting reference materials to check as needed.
- 10.LU.2.C: Spell correctly, consulting reference materials to check as needed.
- **USING STYLE MANUALS**
- 9.LU.2.B: Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources.

- 10.LU.2.B: Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.
- 11.LU.2.B: Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- **AVOIDING PLAGIARISM**
 - 9.R.1.F: Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
 - 9.R.1.G: Define plagiarism's meaning and legal consequences and follow ethical and legal guidelines for gathering and using information.
 - 11.R.1.F: Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation such as the Modern Language Association (MLA) or American Psychological Association (APA).
 - 11.R.1.G: Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
 - 11.W.2.A.iii: Effectively contextualizing evidence from sources with proper introduction and thorough explanation.

Unit 27: Facts and Evidence

- **FACT VS. OPINION**
 - 9.RI.1.C: Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified.
- **EVALUATING EVIDENCE**
 - 9.RI.3.B: Evaluate the clarity and accuracy of information found in informational texts, corroborating or challenging conclusions with other sources of information.
- **ANALYZING CONFLICTING EVIDENCE**
 - 11.RI.3.A: Analyze information within and between paired passages for similar and conflicting ideas and how authors reach similar or different conclusions.
 - 10.RI.3.A: Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning.
 - 10.RI.3.B: Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

Unit 28: Test-Taking Strategies

- **STUDY HABITS**
- **BEING PREPARED AND GETTING STARTED**
- **WORDING IN TEST QUESTIONS**



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- **WORDING IN ANSWER CHOICES**
 - **QUESTIONS WITH PASSAGES AND VISUAL DATA**
 - **ESSAY AND SHORT ANSWER QUESTIONS**
 - **WORD PROBLEMS**
-