

Tutorials 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, 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: Communication

• DISCUSSION GUIDELINES

- CM.11.1.c: Communication and Multimodal Literacies The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually. Demonstrate the ability to work collaboratively with diverse teams.
- CM.11.1.d: Communication and Multimodal Literacies The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- CM.11.1.e: Communication and Multimodal Literacies The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

• ANALYZING AND DEVELOPING A SPEECH

- CM.11.1.a: Communication and Multimodal Literacies The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually. Select and effectively use multimodal tools to design and develop presentation content.
- CM.11.1.i: Communication and Multimodal Literacies The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually. Evaluate effectiveness of multimodal presentations.
- **CLAIMS AND COUNTERCLAIMS**
 - R.11.5.g: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
 - W.11.6.b: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
 - W.11.6.d: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
 - CM.11.1.f: Communication and Multimodal Literacies The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually. Anticipate and address alternative or opposing perspectives and counterclaims.
 - CM.11.1.g: Communication and Multimodal Literacies The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually. Evaluate the various techniques used to construct arguments in multimodal presentations.

Unit 2: Media Analysis

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
 - CM.11.2.d: Communication and Multimodal Literacies The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. Analyze the impact of selected media formats on meaning.
- **PRINT AND NONPRINT TEXTS**
 - CM.11.2.a: Communication and Multimodal Literacies The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. Describe possible cause and effect relationships between mass media coverage and public opinion trends.

- CM.11.2.c: Communication and Multimodal Literacies The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. Evaluate media sources for relationships between intent and content.
- CM.11.2.e: Communication and Multimodal Literacies The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. Determine the authors purpose and intended effect on the audience for media messages.
- CM.11.2.f: Communication and Multimodal Literacies The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. Manage, analyze, and synthesize multiple streams of simultaneous information.

Unit 3: Vocabulary Development

- **ROOTS, PREFIXES, AND SUFFIXES**

- R.11.3.a: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.

- **USING CONTEXTUAL CLUES**

- R.11.3.b: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Use context, structure, and connotations to determine meanings of words and phrases.

- **CONNOTATION AND DENOTATION**

- R.11.3.b: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Use context, structure, and connotations to determine meanings of words and phrases.
- R.11.3.c: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Discriminate between connotative and denotative meanings and interpret the connotation.
- R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.
- R.11.4.e: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze how context and language structures convey an authors intent and viewpoint.
- R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.

Unit 4: Analyzing Language

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- R.11.3.d: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Explain the meaning of common idioms.
- R.11.3.b: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Use context, structure, and connotations to determine meanings of words and phrases.
- **TECHNICAL LANGUAGE**
 - R.11.3.a: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
 - R.11.3.f: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.
- **CHANGING LANGUAGE CONVENTIONS**
 - R.11.4.b: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Compare and contrast the development of American literature in its historical context.

Unit 5: Elements of Literature 1

- **IMAGERY**
 - R.11.4.g: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the readers senses.
- **FIGURATIVE LANGUAGE**
 - R.11.3.e: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Explain the meaning of literary and classical allusions and figurative language in text.
 - R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.
- **ALLUSIONS**
 - R.11.3.e: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Explain the meaning of literary and classical allusions and figurative language in text.

Unit 6: Elements of Literature 2

- **IRONY**
 - R.11.5.h: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Recognize and analyze use of

ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

- R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.

- **THEMES ACROSS CULTURES**

- R.11.4.c: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- R.11.4.f: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.
- R.11.4.a: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Describe contributions of different cultures to the development of American literature.
- R.11.4.d: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Interpret the social or cultural function of American literature.

Unit 7: Poetry

- **RHYME SCHEME**

- R.11.4.g: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the readers senses.
- R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.

- **RHYTHM AND METER**

- R.11.4.g: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the readers senses.

- **POETIC STYLES**

- R.11.4.g: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the readers senses.

Unit 8: Drama

- **AMERICAN DRAMA**

- R.11.4.i: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze the use of dramatic conventions in American literature.
 - R.11.4.b: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Compare and contrast the development of American literature in its historical context.
 - R.11.4.c: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - R.11.4.f: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.
- **DRAMATIC CONVENTIONS**
 - R.11.4.i: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze the use of dramatic conventions in American literature.
 - R.11.4.c: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - R.11.4.f: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

Unit 9: Analyzing Fiction and Nonfiction

- **ANALYZING FICTION ACROSS MEDIUMS**
 - R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
 - CM.11.2.f: Communication and Multimodal Literacies The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. Manage, analyze, and synthesize multiple streams of simultaneous information.
- **COMPARING FICTION AND NONFICTION**
 - R.11.4.k: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Compare/contrast literary and informational nonfiction texts.

Unit 10: Foundational American Literature

• **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**

- R.11.4.d: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Interpret the social or cultural function of American literature.
- R.11.4.b: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Compare and contrast the development of American literature in its historical context.
- R.11.4.c: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- R.11.4.e: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze how context and language structures convey an authors intent and viewpoint.
- R.11.4.f: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

• **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**

- R.11.4.b: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Compare and contrast the development of American literature in its historical context.
- R.11.4.c: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- R.11.4.d: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Interpret the social or cultural function of American literature.
- R.11.4.e: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze how context and language structures convey an authors intent and viewpoint.
- R.11.4.f: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

• **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**

- R.11.4.b: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Compare and contrast the development of American literature in its historical context.

- R.11.4.c: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- R.11.4.d: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Interpret the social or cultural function of American literature.
- R.11.4.e: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze how context and language structures convey an authors intent and viewpoint.
- R.11.4.f: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

Unit 11: Textual Analysis

• ANALYZING PRIMARY SOURCE DOCUMENTS

- RS.11.8.c: Research The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

• TECHNICAL DOCUMENTS

- R.11.5.b: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
- R.11.5.c: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Analyze technical writing for clarity.

• SYNTHESIZING IDEAS

- R.11.4.j: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
- W.11.6.b: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- RS.11.8.c: Research The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

- R.11.5.d: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Paraphrase and synthesize ideas within and between texts.

Unit 12: Reading Strategies 1

• DRAWING CONCLUSIONS

- R.11.4.j: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
- R.11.5.a: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Apply information from texts to clarify understanding of concepts.
- R.11.5.e: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Draw conclusions and make inferences on explicit and implied information using textual support.
- R.11.5.i: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

• PREDICTING

- R.11.5.e: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Draw conclusions and make inferences on explicit and implied information using textual support.

Unit 13: Reading Strategies 2

• MAKING INFERENCES

- R.11.5.e: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Draw conclusions and make inferences on explicit and implied information using textual support.

• DETERMINING AUTHOR'S PURPOSE

- R.11.5.f: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

Unit 14: Analyzing Fallacies

• LOGICAL FALLACIES

- R.11.5.g: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- W.11.6.e: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on

persuasion/argumentation. Use words, phrases, clauses, and varied syntax to create a cohesive argument.

- W.11.6.f: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Blend multiple forms of writing including embedding narratives to produce effective essays.

- **RHETORICAL FALLACIES**

- R.11.5.g: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

Unit 15: Author's Voice and Method 1

- **WORD CHOICE**

- R.11.3.b: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Use context, structure, and connotations to determine meanings of words and phrases.
- R.11.3.c: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Discriminate between connotative and denotative meanings and interpret the connotation.
- R.11.4.e: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze how context and language structures convey an authors intent and viewpoint.
- R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.
- R.11.3.e: Reading The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Explain the meaning of literary and classical allusions and figurative language in text.
- R.11.4.e: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze how context and language structures convey an authors intent and viewpoint.
- R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.
- R.11.5.h: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

- **tone and mood**

- R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.
- R.11.5.h: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- **FORMAL AND INFORMAL LANGUAGE**
 - R.11.4.e: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze how context and language structures convey an authors intent and viewpoint.
 - R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.
 - CM.11.1.h: Communication and Multimodal Literacies The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually. Use vocabulary appropriate to the topic, audience, and purpose.
 - R.11.4.e: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Analyze how context and language structures convey an authors intent and viewpoint.
 - R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.

Unit 16: Author's Voice and Method 2

- **ANALYZING AUTHOR'S STYLE**
 - R.11.5.h: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- **ANALYZING AUTHOR'S PERSPECTIVE**
 - RS.11.8.b: Research The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- **COMPARE AND CONTRAST**
 - R.11.5.f: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
 - R.11.4.f: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Critique how authors use key literary elements to

contribute to meaning including character development, theme, conflict, and archetypes within and across texts.

- R.11.5.d: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Paraphrase and synthesize ideas within and between texts.

Unit 17: Figures of Speech

• HYPERBOLE AND UNDERSTATEMENT

- R.11.5.h: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

• OXYMORON AND PARADOX

- R.11.4.h: Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. Evaluate how specific word choices, syntax, tone, and voice support the authors purpose.
- R.11.5.h: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.

Unit 18: Building an Essay

• DETERMINING APPROPRIATE ESSAY FORMAT

- W.11.6.a: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- W.11.6.f: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Blend multiple forms of writing including embedding narratives to produce effective essays.

• INTEGRATING QUOTES AND COMMENTARY

- RS.11.8.d: Research The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Unit 19: Persuasive Writing

• PERSUASIVE THESIS STATEMENTS

- W.11.6.b: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Produce arguments in writing developing a thesis that

demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.

- **PERSUASIVE PARAGRAPH DEVELOPMENT**

- W.11.6.b: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- W.11.6.d: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

- **PERSUASIVE ESSAYS**

- W.11.6.b: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- W.11.6.e: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Use words, phrases, clauses, and varied syntax to create a cohesive argument.
- W.11.6.f: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Blend multiple forms of writing including embedding narratives to produce effective essays.
- W.11.6.h: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- W.11.6.c: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Organize claims, counterclaims, and evidence in a sustained and logical sequence.

Unit 20: Revision Considerations

- **UNITY AND FOCUS**

- W.11.6.g: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on

persuasion/argumentation. Revise writing for clarity of content, accuracy and depth of information.

- W.11.6.h: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

- **WORDINESS AND REDUNDANCY**

- W.11.6.g: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Revise writing for clarity of content, accuracy and depth of information.
- W.11.6.h: Writing The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Unit 21: Sentence Structure

- **SENTENCE STRUCTURE**

- W.11.7.a: Writing The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. Use complex sentence structure to infuse sentence variety in writing.

- **ACTIVE AND PASSIVE VOICE**

- W.11.7.c: Writing The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. Distinguish between active and passive voice.

Unit 22: Phrases

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- W.11.7.b: Writing The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.

- **GERUND AND PARTICIPIAL PHRASES**

- W.11.7.b: Writing The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.

Unit 23: Research

- **REFINING A RESEARCH QUESTION**

- RS.11.8.a: Research The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. Critically evaluate quality,

accuracy, and validity of information.

- **AVOIDING PLAGIARISM**

- RS.11.8.d: Research The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- RS.11.8.e: Research The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- CM.11.1.b: Communication and Multimodal Literacies The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually. Credit information sources.

Unit 24: Gathering and Evaluating Evidence

- **GATHERING INFORMATION**

- RS.11.8.b: Research The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

- **EVALUATING EVIDENCE**

- RS.11.8.a: Research The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. Critically evaluate quality, accuracy, and validity of information.
- RS.11.8.b: Research The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- R.11.5.g: Reading The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.