

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.10.1.c: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.
- CM.10.1.e: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Include all group members and value individual contributions made by each group member.
- CM.10.1.f: Communication and Multimodal Literacies The student will make planned 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.
- CM.10.1.d: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Assume responsibility for specific group tasks.

- CM.10.1.g: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- CM.10.1.h: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- CM.10.1.k: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Evaluate a speakers point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.
- **ANALYZING AND DEVELOPING A SPEECH**
 - CM.10.1.k: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Evaluate a speakers point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.
 - CM.10.1.a: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Make strategic use of multimodal tools.
 - CM.10.1.i: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Access, critically evaluate, and use information accurately to solve problems.
 - CM.10.1.j: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Use reflection to evaluate ones own role and the group process in small-group activities.

Unit 2: Media Analysis

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
 - CM.10.2.h: Communication and Multimodal Literacies The student will examine, analyze, and produce media messages. Monitor, analyze, and use multiple streams of simultaneous information.
- **PRINT AND NONPRINT TEXTS**
 - CM.10.2.b: Communication and Multimodal Literacies The student will examine, analyze, and produce media messages. Credit information sources.
 - CM.10.2.c: Communication and Multimodal Literacies The student will examine, analyze, and produce media messages. Evaluate sources for relationships between intent, factual content, and opinion.

Unit 3: Vocabulary Development

- **ROOTS, PREFIXES, AND SUFFIXES**
 - R.10.3.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.10.3.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.10.3.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.

- **CONNOTATION AND DENOTATION**

- R.10.3.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.10.3.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.10.4.i: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Evaluate how an authors specific word choices, syntax, tone, and voice shape the intended meaning of the text.

Unit 4: Analyzing Language

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- R.10.3.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.10.3.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.10.3.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.10.3.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.

Unit 5: Analyzing Theme

- **THEME**

- R.10.4.f: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Critique how authors use key literary elements to contribute to meaning

including, character development, theme, conflict, and archetypes.

- R.10.4.g: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Interpret how themes are connected within and across texts.

- **THEMES ACROSS CULTURES**

- R.10.4.f: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- R.10.4.g: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Interpret how themes are connected within and across texts.
- R.10.4.b: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- R.10.4.d: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Analyze universal themes prevalent in the literature of different cultures.

Unit 6: Elements of Literature 1

- **TONE AND MOOD**

- R.10.4.i: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Evaluate how an authors specific word choices, syntax, tone, and voice shape the intended meaning of the text.

- **FIGURATIVE LANGUAGE**

- R.10.3.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.10.4.i: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Evaluate how an authors specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- R.10.4.k: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Compare and contrast how literary devices convey a message and elicit a readers emotions.

Unit 7: Elements of Literature 2

- **FORMAL AND INFORMAL LANGUAGE**

- W.10.6.e: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- CM.10.2.c: Communication and Multimodal Literacies The student will examine, analyze, and produce media messages. Evaluate sources for relationships between intent, factual content,

and opinion.

- CM.10.2.e: Communication and Multimodal Literacies The student will examine, analyze, and produce media messages. Analyze the purpose of information and persuasive techniques used in diverse media formats.
- CM.10.2.f: Communication and Multimodal Literacies The student will examine, analyze, and produce media messages. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- CM.10.2.d: Communication and Multimodal Literacies The student will examine, analyze, and produce media messages. Analyze the impact of selected media formats on meaning.
- CM.10.2.g: Communication and Multimodal Literacies The student will examine, analyze, and produce media messages. Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- R.10.4.i: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Evaluate how an authors specific word choices, syntax, tone, and voice shape the intended meaning of the text.

- **WORD CHOICE**

- R.10.3.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.10.3.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.10.4.i: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Evaluate how an authors specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- R.10.3.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.10.4.i: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Evaluate how an authors specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- W.10.6.k: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Elaborate ideas clearly through word choice.

Unit 8: Literary Devices

- **ALLUSION**

- R.10.3.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.

- **IMAGERY**

- R.10.4.i: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Evaluate how an authors specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- R.10.4.i: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Evaluate how an authors specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- R.10.4.k: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Compare and contrast how literary devices convey a message and elicit a readers emotions.

Unit 9: Poetry and Drama

- **RHYME AND SOUND DEVICES**

- R.10.4.i: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Evaluate how an authors specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- R.10.4.k: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Compare and contrast how literary devices convey a message and elicit a readers emotions.

- **RHYTHM AND METER**

- R.10.4.k: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Compare and contrast how literary devices convey a message and elicit a readers emotions.

- **DRAMATIC CONVENTIONS**

- R.10.4.f: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- R.10.4.l: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Compare and contrast character development in a play to characterization in other literary forms.

Unit 10: Foundational American Literature

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

- R.10.4.e: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Examine a literary selection from several critical perspectives.

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

- R.10.4.e: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Examine a literary selection from several critical perspectives.

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

- R.10.4.e: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Examine a literary selection from several critical perspectives.

Unit 11: Text Connections

- **USING CULTURAL AND HISTORICAL CONTEXT**

- R.10.4.h: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- R.10.4.c: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Interpret the cultural or social function of world and ethnic literature.
- R.10.4.j: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Compare/contrast details in literary and informational nonfiction texts.

- **FOUNDATIONAL U.S. DOCUMENTS**

- R.10.5.d: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Compare and contrast informational texts for intent and content.
- R.10.5.h: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Analyze ideas within and between selections providing textual evidence.
- R.10.5.i: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

- **COMPARE AND CONTRAST**

- R.10.4.a: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Make inferences and draw conclusions using references from the text(s) for support.
- R.10.5.a: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Analyze text features and organizational patterns to evaluate the meaning of texts.
- R.10.4.f: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- R.10.5.d: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Compare and contrast informational texts for intent and content.
- R.10.5.h: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Analyze ideas within and between selections providing textual evidence.
- R.10.5.i: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

- W.10.6.l: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Use textual evidence to compare and contrast multiple texts.

Unit 12: Analyzing Fiction and Nonfiction

• ANALYZING FICTION ACROSS MEDIUMS

- R.10.4.i: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Evaluate how an authors specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- R.10.4.e: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Examine a literary selection from several critical perspectives.

• ANALYZING INTERPRETATIONS OF NONFICTION

- CM.10.2.c: Communication and Multimodal Literacies The student will examine, analyze, and produce media messages. Evaluate sources for relationships between intent, factual content, and opinion.

Unit 13: Reading Strategies 1

• IMPLIED MAIN IDEA

- R.10.4.f: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- R.10.5.h: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Analyze ideas within and between selections providing textual evidence.
- R.10.5.i: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- R.10.4.m: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Use reading strategies to monitor comprehension throughout the reading process.
- R.10.5.f: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- R.10.5.j: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Use reading strategies throughout the reading process to monitor comprehension.

• MAKING INFERENCES

- R.10.5.f: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.

- R.10.4.a: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Make inferences and draw conclusions using references from the text(s) for support.

- **DRAWING CONCLUSIONS**

- R.10.5.f: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- R.10.4.a: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Make inferences and draw conclusions using references from the text(s) for support.

Unit 14: Reading Strategies 2

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- R.10.5.h: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Analyze ideas within and between selections providing textual evidence.
- R.10.5.i: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

- **SYNTHESIZING IDEAS**

- W.10.6.f: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Compose a thesis statement for persuasive writing that advocates a position.
- W.10.6.g: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- RS.10.8.c: Research The student will find, evaluate, and select credible resources to create a research product. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.
- R.10.5.g: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- R.10.5.i: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

- **DETERMINING AUTHOR'S PURPOSE**

- R.10.5.b: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Recognize an authors intended audience and purpose for writing.

- R.10.4.m: Reading The student will read, comprehend, and analyze literary texts of different cultures and eras. Use reading strategies to monitor comprehension throughout the reading process.
- R.10.5.b: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Recognize an authors intended audience and purpose for writing.
- R.10.5.j: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Use reading strategies throughout the reading process to monitor comprehension.
- W.10.6.a: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Engage in writing as a recursive process.
- W.10.6.b: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Plan and organize writing to address a specific audience and purpose.
- R.10.5.f: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.

Unit 15: Reading Strategies 3

- **TEXT STRUCTURES AND DEVELOPMENT**

- R.10.5.a: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Analyze text features and organizational patterns to evaluate the meaning of texts.
- R.10.5.i: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

- **VISUAL AIDS**

- R.10.5.e: Reading The student will read, interpret, analyze, and evaluate nonfiction texts. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

Unit 16: Building an Essay

- **DETERMINING APPROPRIATE ESSAY FORMAT**

- W.10.6.a: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Engage in writing as a recursive process.
- W.10.6.b: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Plan and organize writing to address a specific audience and purpose.
- W.10.6.e: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Objectively introduce

and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

- W.10.6.j: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Blend multiple forms of writing including embedding a narrative to produce effective essays.
- W.10.6.c: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Adjust writing content, technique, and voice for a variety of audiences and purposes.

- **PREWRITING**

- W.10.6.b: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Plan and organize writing to address a specific audience and purpose.
- W.10.6.c: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Adjust writing content, technique, and voice for a variety of audiences and purposes.
- W.10.6.e: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

- **COLONS AND SEMICOLONS**

- W.10.7.d: Writing The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. Use colons correctly.

Unit 17: Expository Writing

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- W.10.6.c: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Adjust writing content, technique, and voice for a variety of audiences and purposes.
- W.10.6.e: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- W.10.6.d: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Communicate clearly the purpose of the writing using a thesis statement.

- **EXPOSITORY THESIS STATEMENTS**

- W.10.6.d: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Communicate clearly the purpose of the writing using a thesis statement.

Unit 18: Persuasive Writing

• PERSUASIVE APPEALS AND PARAGRAPH DEVELOPMENT

- W.10.6.c: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Adjust writing content, technique, and voice for a variety of audiences and purposes.
- W.10.6.d: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Communicate clearly the purpose of the writing using a thesis statement.
- W.10.6.i: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- W.10.6.f: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Compose a thesis statement for persuasive writing that advocates a position.
- W.10.6.g: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- W.10.6.e: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- W.10.6.h: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Identify counterclaims and provide counter-arguments.

• PERSUASIVE THESIS STATEMENTS

- W.10.6.d: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Communicate clearly the purpose of the writing using a thesis statement.
- W.10.6.f: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Compose a thesis statement for persuasive writing that advocates a position.
- W.10.6.g: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

Unit 19: Sentence Structure

• SENTENCE STRUCTURE

- W.10.7.b: 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.
- **PARALLELISM AND VERB TENSE**
 - W.10.7.a: Writing The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. Use parallel structure across sentences and paragraphs.
 - W.10.7.e: Writing The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. Analyze the writing of others and suggest how writing might be improved.
- **ACTIVE AND PASSIVE VOICE**
 - W.10.7.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 20: Revision Considerations

- **UNITY AND FOCUS**
 - W.10.6.d: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Communicate clearly the purpose of the writing using a thesis statement.
 - W.10.6.m: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Revise writing for clarity of content, accuracy, and depth of information.
 - W.10.6.n: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Write and revise to a standard acceptable both in the workplace and in postsecondary education.
 - W.10.6.i: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- **WORDINESS AND REDUNDANCY**
 - W.10.6.m: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Revise writing for clarity of content, accuracy, and depth of information.
 - W.10.6.n: Writing The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

Unit 21: Research

- **EVALUATING EVIDENCE**

- RS.10.8.a: Research The student will find, evaluate, and select credible resources to create a research product. Verify the accuracy, validity, and usefulness of information.

- **AVOIDING PLAGIARISM**

- RS.10.8.d: Research The student will find, evaluate, and select credible resources to create 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.10.8.e: Research The student will find, evaluate, and select credible resources to create a research product. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- CM.10.1.b: Communication and Multimodal Literacies The student will make planned multimodal, interactive presentations collaboratively and individually. Credit information sources.

- **GATHERING INFORMATION**

- RS.10.8.b: Research The student will find, evaluate, and select credible resources to create a research product. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- RS.10.8.c: Research The student will find, evaluate, and select credible resources to create a research product. Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.