

To view clickable correlations:

1. Log into your VA StudySync demo account
2. Click Library
3. Click Correlations
4. Select the URL
5. The lesson will automatically pop up!

To use the click path:

1. Log into your VA StudySync demo account
2. Click Core ELA
3. Follow the specified clicks to find each standard in action

GRADE 10 Virginia StudySync® Correlations

Standard Shortcode	Strand	Expectation	Standard	Click Path
10.1(a)	Communication and Multimodal Literacies	The student will make planned multimodal, interactive presentations collaboratively and individually.	Make strategic use of multimodal tools.	Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Plan > Intro
				Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Plan > Read
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Write
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Your Turn
				Unit 4 > Extended Oral Project and Grammar > Draft > Oral Presentation Process: Draft > Write
10.1(b)	Communication and Multimodal Literacies	The student will make planned multimodal, interactive presentations collaboratively and individually.	Credit information sources	Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Model
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Write
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Using a Style Guide > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Using a Style Guide > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Using a Style Guide > Write
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.	Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model
				Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Collaborative Conversations > Your Turn
				Unit 2 > Methods of Motivation > Close Read > Methods of Motivation > Write

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Standard Shortcode	Strand	Expectation	Standard	Click Path
10.1(d)	Communication and Multimodal Literacies	The student will make planned multimodal, interactive presentations collaboratively and individually.	Assume responsibility for specific group tasks.	Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model
				Unit 1 > Integrated Reading and Writing > The Story of a Vision > Independent Read > The Story of a Vision > Intro > Teacher's Edition > Developing Background Knowledge and Cultural Awareness
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.	Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model
				Unit 4 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Model
				Unit 4 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Write
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.	Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn
				Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Edit and Present > Write
				Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model
				Unit 1 > Integrated Reading and Writing > In Between Cultures: A Granddaughter's Advantage > Independent Read: In Between Cultures: A Granddaughter's Advantage > Write
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.	Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model
				Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Collaborative Conversations > Your Turn
				Unit 6 > Integrated Reading and Writing > Coming-of-Age Traditions for Around the World > Close Read: Coming-of-Age Traditions for Around the World > Write
				Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Write
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.	Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Considering Audience and Purpose > Model
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Considering Audience and Purpose > Your Turn
				Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Edit and Present > Write
				Unit 4 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Model
				Unit 4 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Write
				Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Model
				Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Your Turn
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.	Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Using a Style Guide > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Using a Style Guide > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Using a Style Guide > Write

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10.1(j)	Communication and Multimodal Literacies	The student will make planned multimodal, interactive presentations collaboratively and individually.	Use reflection to evaluate one's own role and the group process in small-group activities.	Unit 4 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Write
				Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Write
				Unit 1 > Integrated Reading and Writing > In Between Cultures: A Granddaughter's Advantage > Independent Read: In Between Cultures: A Granddaughter's Advantage > Write
				Unit 2 > Methods of Motivation > Close Read > Methods of Motivation > Write
				Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model
10.1(k)	Communication and Multimodal Literacies	The student will make planned multimodal, interactive presentations collaboratively and individually.	Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.	Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Skill: Rhetoric > Model
				Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Skill: Rhetoric > Your Turn
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn
				Unit 2 > Integrated Reading and Writing > Methods of Motivation > Skill: Logical Fallacies > Model
				Unit 2 > Integrated Reading and Writing > Methods of Motivation > Skill: Logical Fallacies > Your Turn
10.2(a)	Communication and Multimodal Literacies	The student will examine, analyze, and produce media messages.	Create media messages for diverse audiences.	Unit 1 > Integrated Reading and Writing > The Big Idea > Blast: The Power of Communication > Create Blast
				Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Blast: Generation Now > Create Blast
				Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Plan > Intro
				Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Plan > Read
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model
10.2(b)	Communication and Multimodal Literacies	The student will examine, analyze, and produce media messages.	Credit information sources.	Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Model
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Using a Style Guide > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Using a Style Guide > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Using a Style Guide > Write
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 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn
				Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Skill: Media > Model

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Standard Shortcode	Strand	Expectation	Standard	Click Path
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.	Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Skill: Media > Model
				Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Skill: Media > Your Turn
				Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Close Read: Seeing at the Speed of Sound > Read > Skills Focus
				Unit 5 > Integrated Reading and Writing > The Best We Could Do > Skill: Media > Model
				Unit 6 > Integrated Reading and Writing > The Best We Could Do > Close Read: The Best We Could Do > Write
				Unit 4 > Integrated Reading and Writing > Macbeth > Skill: Media > Model
				Unit 4 > Integrated Reading and Writing > Macbeth > Skill: Media > Your Turn
				Unit 3 > Integrated Reading and Writing > Persepolis > Skill: Media > Model
				Unit 3 > Integrated Reading and Writing > Persepolis > Skill: Media > Your Turn
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.	Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Skill: Rhetoric > Model
				Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Skill: Rhetoric > Your Turn
				Unit 5 > Integrated Reading and Writing > The New Food Fights: The U.S. Public Divides over Food Science > First Read: The New Food Fights: The U.S. Public Divides over Food Science > Think
				Unit 2 > Integrated Reading and Writing > Methods of Motivation > Skill: Reasons and Evidence > Model
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).	Unit 1 > Integrated Reading and Writing > The Big Idea > Blast: The Power of Communication > Background
				Library > Blasts > Search: Don't Feed the Trolls > Don't Feed the Trolls > Background
				Library > Blasts > Search: That's News to Me > That's News to Me > Background
				Library > Blasts > Search: Shameless Plug > Background
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.	Library > Blasts > Search: Presidential Posts > Presidential Posts > Background
				Library > Blasts > Search: Power of the Press > Power of the Press > Background
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.	Unit 2 > Integrated Reading and Writing > Methods of Motivation > First Read: Methods of Motivation > Think 3
				Unit 2 > Integrated Reading and Writing > Methods of Motivation > Close Read: Methods of Motivation > Read > Skills Focus
				Unit 2 > Integrated Reading and Writing > Methods of Motivation > Close Read: Methods of Motivation > Write
				Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Skill: Media > Model
				Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Skill: Media > Your Turn
				Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Close Read: Seeing at the Speed of Sound > Read > Skills Focus
				Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Skill: Media > Model
				Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Skill: Media > Your Turn
				Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Skill: Media > Your Turn

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Standard Shortcode	Strand	Expectation	Standard	Click Path
10.2(h) <i>continued</i>	Communication and Multimodal Literacies	The student will examine, analyze, and produce media messages.	Monitor, analyze, and use multiple streams of simultaneous information.	Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Plan > Intro
				Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Plan > Read
				Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Plan > Write
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Your Turn
10.2(i)	Communication and Multimodal Literacies	The student will examine, analyze, and produce media messages.	Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Blast: Blast Away! > Background
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Model
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Using a Style Guide > Model
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.	Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Skill: Word Patterns and Relationships > Model
				Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Skill: Word Patterns and Relationships > Model
				Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Skill: Word Patterns and Relationships > Model
				Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Skill: Word Patterns and Relationships > Your Turn
				Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > First Read: Letter from Birmingham Jail > Think 4
				Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > First Read: Speech to the Second Virginia Convention > Think 4
				Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn 1
				Unit 2 > Integrated Reading and Writing > Republic > Skill: Context Clues > Model
				Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > First Read: The Refusal > Comp > Question 10
				Unit 1 > Integrated Reading and Writing > She Unnames Them > First Read: She Unnames Them > Comp > Question 10
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	Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Context Clues > Model
				Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Context Clues > Your Turn
				Unit 3 > Integrated Reading and Writing > Love is Not All > Skill: Connotation and Denotation > Model
				Unit 3 > Integrated Reading and Writing > Love is Not All > Close Read: Love is Not All > Read > Skills Focus

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Standard Shortcode	Strand	Expectation	Standard	Click Path
10.3(b) <i>continued</i>	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	Unit 2 > Integrated Reading and Writing > Republic > Skill: Context Clues > Model
				Unit 2 > Integrated Reading and Writing > Republic > Skill: Context Clues > Your Turn
				Unit 4 > Integrated Reading and Writing > Funny in Farsi > Skill: Word Patterns and Relationships > Model
				Unit 4 > Integrated Reading and Writing > Funny in Farsi > Skill: Word Patterns and Relationships > Model
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.	Unit 3 > Integrated Reading and Writing > Love is Not All > Skill: Connotation and Denotation > Model
				Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Skill: Connotation and Denotation > Model
				Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Skill: Connotation and Denotation > Your Turn
				Unit 5 > Integrated Reading and Writing > Parsley > Skill: Connotation and Denotation > Model
				Unit 5 > Integrated Reading and Writing > Parsley > Skill: Connotation and Denotation > Your Turn
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	Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Skill: Figurative Language > Model
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.	Unit 1 > Integrated Reading and Writing > She Unnames Them > Skill: Allusion > Model
				Unit 1 > Integrated Reading and Writing > She Unnames Them > Skill: Allusion > Your Turn
				Unit 5 > Integrated Reading and Writing > The Latin Deli: An Ars Poetica > Skill: Figurative Language > Model
				Unit 5 > Integrated Reading and Writing > The Latin Deli: An Ars Poetica > Close Read: The Latin Deli: An Ars Poetica > Read > Skills Focus
				Unit 4 > Integrated Reading and Writing > Antigone > Skill: Figurative Language > Model
				Unit 4 > Integrated Reading and Writing > Antigone > Skill: Figurative Language > Your Turn
				Unit 3 > Integrated Reading and Writing > Rituals of Memory > Skill: Figurative Language > Model
				Unit 3 > Integrated Reading and Writing > Rituals of Memory > Close Read: Rituals of Memory > Read > Skills Focus 3
				Unit 3 > Integrated Reading and Writing > Rituals of Memory > Close Read: Rituals of Memory > Write
				Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Skill: Figurative Language > Model
				Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Close Read: A Quilt of a Country > Read > Skills Focus 1
				10.3(f)
Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Model				
Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn				

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Standard Shortcode	Strand	Expectation	Standard	Click Path
10.3(f) <i>continued</i>	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 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Vocabulary
				Unit 5 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Model
				Unit 5 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn
				Unit 5 > Integrated Reading and Writing > Florida's Edible Wild Plants: A Guide to Collecting and Cooking > Independent Read: Florida's Edible Wild Plants: A Guide to Collecting and Cooking > Write
				Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Close Read: Seeing at the Speed of Sound > Vocabulary
				Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Vocabulary
				Unit 4 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Model
				Unit 4 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Write
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 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Textual Evidence > Model
				Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Textual Evidence > Your Turn
				Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > First Read: The Refusal > Think
				Unit 6 > Integrated Reading and Writing > The Joy Luck Club > Skill: Textual Evidence > Model
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.	Unit 2 > Integrated Reading and Writing > Rámáyana > Close Read: Rámáyana > Write
				Unit 3 > Integrated Reading and Writing > Love Is Not All > Close Read: Love Is Not All > Read > Skills Focus 3
				Unit 3 > Integrated Reading and Writing > Love Is Not All > Close Read: Love Is Not All > Write
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.	Unit 4 > Integrated Reading and Writing > Antigone > Skill: Point of View > Model
				Unit 3 > Integrated Reading and Writing > The God of Small Things > Independent Read: The God of Small Things > Write
				Unit 6 > Integrated Reading and Writing > Creation Stories from Around the World > Independent Read: Creation Stories from Around the World > Write
10.4(d)	Reading	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	Analyze universal themes prevalent in the literature of different cultures.	Grade 10 ELA Overview > Text Complexity > Page 47
				Unit 5 > Integrated Reading and Writing > Big Idea > Literary Focus: Cross-Cultural Texts > Read
				Unit 5 > Integrated Reading and Writing > Big Idea > Literary Focus: Cross-Cultural Texts > Think 2
				Unit 4 > Integrated Reading and Writing > People Should Not Die in June in South Texas > Independent Read: People Should Not Die in June in South Texas > Write
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 4 > Integrated Reading and Writing > Antigone > Skill: Point of View > Model
				Unit 4 > Integrated Reading and Writing > Antigone > Skill: Point of View > Your Turn
				Unit 4 > Integrated Reading and Writing > Antigone > Close Read: Antigone > Read > Skills Focus
				Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > Close Read: A Very Old Man with Enormous Wings > Write

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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.	Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Character > Model
				Unit 3 > Integrated Reading and Writing > Persepolis > Skill: Character > Model
				Unit 3 > Integrated Reading and Writing > Persepolis > Skill: Character > Your Turn
				Unit 1 > Integrated Reading and Writing > She Unnames Them > Skill: Theme > Model
				Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Write
				Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Read > Skills Focus 2
				Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Write
				Unit 4 > Integrated Reading and Writing > Antigone > Skill: Dramatic Elements and Structure > Model
				Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > Skill: Summarizing > Model
				Unit 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Skill: Summarizing > Model
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.	Unit 1 > Integrated Reading and Writing > She Unnames Them > Skill: Theme > Model
				Unit 1 > Integrated Reading and Writing > She Unnames Them > Close Read: She Unnames Them > Write
				Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Write
				Unit 4 > Integrated Reading and Writing > La Juanita > Close Read: La Juanita > Write
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).	Unit 4 > Integrated Reading and Writing > Antigone > Skill: Point of View > Model
				Unit 2 > Integrated Reading and Writing > The Big Idea > Literary Focus: The Classics > Read
				Unit 2 > Integrated Reading and Writing > Republic > Skill: Analyzing Ancient and Classical Literature > Model
				Unit 2 > Integrated Reading and Writing > Republic > Skill: Analyzing Ancient and Classical Literature > Your Turn
				Unit 4 > Integrated Reading and Writing > The Big Idea > Literary Focus: The Renaissance > Read
				Unit 4 > Integrated Reading and Writing > The Big Idea > Literary Focus: The Renaissance > Think 2
				Unit 4 > Integrated Reading and Writing > On the Painting of the Sistine Chapel > Skill: Analyzing Renaissance Literature > Model
				Unit 4 > Integrated Reading and Writing > On the Painting of the Sistine Chapel > Skill: Analyzing Renaissance Literature > Your Turn
				Unit 1 > Integrated Reading and Writing > The Big Idea > Literary Focus: Modernism and Postmodernism > Read
				Unit 1 > Integrated Reading and Writing > The Big Idea > Literary Focus: Modernism and Postmodernism > Think 2
				Unit 1 > Integrated Reading and Writing > A Voice > Skill: Analyzing Modernist and Post-Modernist Literature > Model
				Unit 1 > Integrated Reading and Writing > A Voice > Skill: Analyzing Modernist and Post-Modernist Literature > Your Turn

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10.4(i)	Reading	The student will read, comprehend, and analyze literary texts of different cultures and eras.	Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.	Unit 5 > Integrated Reading and Writing > Maple Sugaring > Skill: Language, Style, and Audience > Model
				Unit 5 > Integrated Reading and Writing > Maple Sugaring > Skill: Language, Style, and Audience > Your Turn
				Unit 5 > Integrated Reading and Writing > Maple Sugaring > Close Read: Maple Sugaring > Read > Skills Focus
				Unit 3 > Integrated Reading and Writing > Love is Not All > Close Read: Love is Not All > Read > Skills Focus
				Unit 4 > Integrated Reading and Writing > Antigone > Skill: Figurative Language > Model
				Unit 3 > Integrated Reading and Writing > Love is Not All > Skill: Connotation and Denotation > Model
				Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Context Clues > Model
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.	Unit 3 > Integrated Reading and Writing > Persepolis > Close Read: Persepolis > Write
				Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Close Read: Funny in Farsi: A Memoir of Growing Up Iranian in America > Write
				Unit 4 > Integrated Reading and Writing > On the Painting of the Sistine Chapel > Independent Read: On the Painting of the Sistine Chapel > Write
				Unit 2 > Integrated Reading and Writing > A Civil Peace > Independent Read > A Civil Peace > Write
				Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Write
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 reader's emotions.	Unit 5 > Integrated Reading and Writing > The Latin Deli: An Ars Poetica > Close Read: The Latin Deli: An Ars Poetica > Read > Skills Focus 2 & 3
				Unit 5 > Integrated Reading and Writing > Maple Sugaring > Skill: Language, Style, and Audience > Model
				Librar > Blasts > Search: Laugh, Then Think > Laugh, Then Think > Background
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 4 > Integrated Reading and Writing > Macbeth (Act I, Scene iii) > Skill: Media > Model
				Unit 4 > Integrated Reading and Writing > Macbeth (Act I, Scene iii) > Skill: Media > Your Turn
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.	Unit 1 > Integrated Reading and Writing > Heart of Darkness > Independent Read: Heart of Darkness > Read
				Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > First Read: Facial expressions—including fear—may not be as universal as we thought > Read
				Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Read
				Unit 1 > Integrated Reading and Writing > The Refusal > Skill: Monitoring Comprehension > Model
				Unit 1 > Integrated Reading and Writing > The Refusal > Skill: Monitoring Comprehension > Your Turn

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Standard Shortcode	Strand	Expectation	Standard	Click Path
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.	Unit 5 > Integrated Reading and Writing > The New Food Fights: U.S. Public Divides Over Food Science > Skill: Informational Text Elements > Model
				Unit 5 > Integrated Reading and Writing > The New Food Fights: U.S. Public Divides Over Food Science > Close Read: The New Food Fights: U.S. Public Divides Over Food Science > Read > Skills Focus
				Unit 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Skill: Informational Text Structure > Define
				Unit 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Skill: Informational Text Structure > Model
				Unit 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Skill: Informational Text Structure > Your Turn
10.5(b)	Reading	The student will read, interpret, analyze, and evaluate nonfiction texts.	Recognize an author's intended audience and purpose for writing.	Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Author's Purpose and Point of View > Model
				Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Author's Purpose and Point of View > Your Turn
				Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Read > Skills Focus 1–2, 5
				Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Skill: Author's Purpose and Point of View > Model
				Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Model
				Unit 3 > Integrated Reading and Writing > The Immortal Life of Henrietta Lacks > Independent Read > The Immortal Life of Henrietta Lacks > Write
				Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Close Read: Claudette Colvin Explains Her Role in the Civil Rights Movement > Read > Skills Focus
10.5(c)	Reading	The student will read, interpret, analyze, and evaluate nonfiction texts.	Skim materials to develop an overview and locate information.	Unit 5 > Integrated Reading and Writing > The New Food Fights: U.S. Public Divides Over Food Science > Skill: Informational Text Elements > Model
10.5(d)	Reading	The student will read, interpret, analyze, and evaluate nonfiction texts.	Compare and contrast informational texts for intent and content.	Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Model
				Unit 2 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Your Turn
				Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Read > Skills Focus 5
				Unit 2 > Integrated Reading and Writing > The Perils of Indifference > Close Read: The Perils of Indifference > Read > Skills Focus 3
				Unit 2 > Integrated Reading and Writing > Methods of Motivation > Close Read: Methods of Motivation > Read > Skills Focus
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 5 > Integrated Reading and Writing > The New Food Fights: U.S. Public Divides Over Food Science > Skill: Informational Text Elements > Model
				Unit 5 > Integrated Reading and Writing > The New Food Fights: U.S. Public Divides Over Food Science > Skill: Informational Text Elements > Your Turn
				Unit 5 > Integrated Reading and Writing > The New Food Fights: U.S. Public Divides Over Food Science > Close Read: The New Food Fights: U.S. Public Divides Over Food Science > Read > Skills Focus 2
				Unit 1 > Integrated Reading and Writing > The Big Idea > Literary Focus: Modernism and Postmodernism > Think 1

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Standard Shortcode	Strand	Expectation	Standard	Click Path
10.5(e) <i>continued</i>	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 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Close Read: The Power of the Hero's Journey > Read > Skills Focus 2
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Model
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 6 > Integrated Reading and Writing > Coming of Age Traditions from Around the World > Skill: Textual Evidence > Model
				Unit 6 > Integrated Reading and Writing > Coming of Age Traditions from Around the World > Close Read: Coming of Age Traditions from Around the World > Read > Skills Focus
				Unit 2 > Integrated Reading and Writing > Republic > Skill: Textual Evidence > Model
				Unit 2 > Integrated Reading and Writing > Republic > Skill: Textual Evidence > Your Turn
				Unit 2 > Integrated Reading and Writing > Republic > Close Read: Republic > Read
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.	Unit 2 > Integrated Reading and Writing > Remarks at the UN General Assembly > Independent Read: Remarks at the UN General Assembly > Write
				Unit 2 > Integrated Reading and Writing > Methods of Motivation > Close Read: Methods of Motivation > Write
				Unit 4 > Integrated Reading and Writing > On the Painting of the Sistine Chapel > Independent Read: On the Painting of the Sistine Chapel > Write
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Model
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Your Turn
				Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Write
				Unit 6 > Integrated Reading and Writing > Coming-of-Age Traditions from Around the World > Close Read: Coming-of-Age Traditions from Around the World > Write
10.5(h)	Reading	The student will read, interpret, analyze, and evaluate nonfiction texts.	Analyze ideas within and between selections providing textual evidence.	Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Model
				Unit 2 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Your Turn
				Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Read > Skills Focus 5
				Unit 2 > Integrated Reading and Writing > The Perils of Indifference > Close Read: The Perils of Indifference > Read > Skills Focus 3
				Unit 2 > Integrated Reading and Writing > Methods of Motivation > Close Read: Methods of Motivation > Read > Skills Focus
				Unit 2 > Integrated Reading and Writing > Republic > Skill: Central or Main Idea > Your Turn
				Unit 2 > Integrated Reading and Writing > Republic > Close Read: Republic > Write
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.	Unit 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Skill: Summarizing > Model
				Unit 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Skill: Summarizing > Model
				Unit 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Close Read: The Power of the Hero's Journey > Read > Skills Focus

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Standard Shortcode	Strand	Expectation	Standard	Click Path
10.5(i) <i>continued</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.	Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > Skill: Summarizing > Model
				Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > Close Read: Facial expressions—including fear—may not be as universal as we thought > Read > Skills Focus
				Unit 6 > Extended Writing Project and Grammar > Revise > Grammar Skill: Paraphrasing > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Grammar Skill: Paraphrasing > Your Turn
				Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Write
				Unit 6 > Integrated Reading and Writing > Coming-of-Age Traditions from Around the World > Close Read: Coming-of-Age Traditions from Around the World > Write
10.5(j)	Reading	The student will read, interpret, analyze, and evaluate nonfiction texts.	Use reading strategies throughout the reading process to monitor comprehension.	Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > First Read: Letter from Birmingham Jail > Read
				Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > First Read: Facial expressions—including fear—may not be as universal as we thought > Read
				Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Read
				Unit 4 > Integrated Reading and Writing > On the Painting of the Sistine Chapel > Independent Read: On the Painting of the Sistine Chapel > Read
				Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > First Read: A Very Old Man with Enormous Wings > Read
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.	Unit 1 > Extended Writing Project and Grammar > Plan > Literary Analysis Writing Process: Plan > Write
				Unit 1 > Extended Writing Project and Grammar > Draft > Literary Analysis Writing Process: Draft > Write
				Unit 1 > Extended Writing Project and Grammar > Revise > Literary Analysis Writing Process: Revise > Write
				Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write
				Unit 2 > Extended Writing Project and Grammar > Plan > Informative Writing Process: Plan > Write
				Unit 2 > Extended Writing Project and Grammar > Draft > Informative Writing Process: Draft > Write
				Unit 2 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write
				Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write
				Unit 3 > Extended Writing Project and Grammar > Plan > Narrative Writing Process: Plan > Write
				Unit 3 > Extended Writing Project and Grammar > Draft > Narrative Writing Process: Draft > Write
				Unit 3 > Extended Writing Project and Grammar > Revise > Narrative Writing Process: Revise > Write
				Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write

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Standard Shortcode	Strand	Expectation	Standard	Click Path
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.	Unit 1 > Extended Writing Project and Grammar > Plan > Literary Analysis Writing Process: Plan > Write
				Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Model
				Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Your Turn
				Unit 2 > Integrated Reading and Writing > Valedictorian Address at Anacostia High School > Independent Read: Valedictorian Address at Anacostia High School > Write
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.	Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model
				Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn
				Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model
				Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn
				Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Write
				Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Model
				Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Your Turn
				Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Write
				Unit 2 > Extended Writing Project and Grammar > Draft > Supporting Details > Model
				Unit 2 > Extended Writing Project and Grammar > Draft > Supporting Details > Your Turn
				Unit 2 > Extended Writing Project and Grammar > Draft > Supporting Details > Write
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Write
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 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model
				Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write
				Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model
				Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write
				Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Model
				Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Your Turn

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Standard Shortcode	Strand	Expectation	Standard	Click Path
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.	Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model
				Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write
				Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn
				Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Model
				Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Your Turn
				Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Model
				Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Your Turn
				Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model
				Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn
				Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model
				Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn
				Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write
				Unit 2 > Extended Writing Project and Grammar > Draft > Organizing Informative Writing > Model
				Unit 2 > Extended Writing Project and Grammar > Draft > Organizing Informative Writing > Your Turn
				Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Model
				Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Your Turn
				Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model
Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn				
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.	Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model
				Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write
				Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn
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 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Model
				Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Your Turn
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn

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Standard Shortcode	Strand	Expectation	Standard	Click Path
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.	Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Model
				Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Your Turn
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.	Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Model
				Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Your Turn
				Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Model
				Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Your Turn
				Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model
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.	Unit 5 > Extended Writing Project and Grammar > Plan > Argumentative Writing Process: Plan > Read
				Unit 5 > Extended Writing Project and Grammar > Plan > Argumentative Writing Process: Plan > Intro
				Unit 3 > Integrated Reading and Writing > By Any Other Name > Independent Read: By Any Other Name > Write
				Unit 3 > Integrated Reading and Writing > Dream Psychology: Psychoanalysis for Beginners > Independent Read: Dream Psychology: Psychoanalysis for Beginners > Write
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 2 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Model
				Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Your Turn
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 2 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Define
				Unit 2 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Vocabulary
				Unit 2 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Model
				Unit 2 > Integrated Reading and Writing > Rámáyana > Close Read: Rámáyana > Write
				Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Write
				Unit 1 > Integrated Reading and Writing > She Unnames Them > Close Read: She Unnames Them > Write
				Unit 3 > Integrated Reading and Writing > Love is Not All > Close Read: Love is Not All > Write
				Unit 4 > Integrated Reading and Writing > La Juanita > Close Read: La Juanita > Write
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.	Unit 1 > Extended Writing Project and Grammar > Revise > Literary Analysis Writing Process: Revise > Write
				Unit 2 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write
				Unit 3 > Extended Writing Project and Grammar > Revise > Narrative Writing Process: Revise > Write

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Standard Shortcode	Strand	Expectation	Standard	Click Path
10.6(m) <i>continued</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.	Revise writing for clarity of content, accuracy, and depth of information.	Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write
				Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write
				Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Write
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 1 > Extended Writing Project and Grammar > Draft > Literary Analysis Writing Process: Draft > Write
				Unit 1 > Extended Writing Project and Grammar > Revise > Literary Analysis Writing Process: Revise > Write
				Unit 2 > Extended Writing Project and Grammar > Draft > Informative Writing Process: Draft > Write
				Unit 2 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write
				Unit 6 > Extended Writing Project and Grammar > Draft > Research Writing Process: Draft > Write
				Unit 6 > Extended Writing Project and Grammar > Revise > Research Writing Process: Revise > Write
				Library > Blasts > Search: Getting Published > Background
				Library > Blasts > Search: You've Got Mail > Background
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.	Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Parallel Structure > Model > Teacher Edition - Instruction > 2. Model
				Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Parallel Structure > Your Turn
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.	Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Sentence Structure > Sentence Structure: Complex and Compound-Complex Sentences > Model
				Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Sentence Structure > Sentence Structure: Complex and Compound-Complex Sentences > Your Turn
				Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model
				Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model
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.	Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Active Voice > Verbs: Active and Passive Voice > Model
				Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Active Voice > Verbs: Active and Passive Voice > Your Turn

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Standard Shortcode	Strand	Expectation	Standard	Click Path
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 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Colons > Model > Teacher Edition - Instruction > 2. Model
				Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Colons > Your Turn
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.	Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Peer Review > Model
				Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Peer Review > Your Turn
				Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Close Read: The Refusal > Write > Teacher's Edition > Peer Review and Reflect
				Unit 1 > Integrated Reading and Writing > She Unnames Them > Close Read: She Unnames Them > Write > Teacher's Edition > Peer Review and Reflect
				Unit 3 > Integrated Reading and Writing > From Behind a Covered Window > Independent Read: From Behind a Covered Window > Write > Teacher's Edition > Peer Review and Reflect
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.	Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Write
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Your Turn
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.	Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Model
				Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Model
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.	Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model
				Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn

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Standard Shortcode	Strand	Expectation	Standard	Click Path
10.8(c) <i>continued</i>	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.	Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Model
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Your Turn
				Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Model
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).	Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Model
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Edit and Publish > Skill: Using a Style Manual > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model
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.	Unit 6 > Extended Writing Project and Grammar > Revise > Sources and Citations > Define
				Unit 6 > Extended Writing Project and Grammar > Revise > Sources and Citations > Vocabulary
				Unit 6 > Extended Writing Project and Grammar > Revise > Sources and Citations > Model
				Unit 6 > Extended Writing Project and Grammar > Revise > Sources and Citations > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Revise > Sources and Citations > Write
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Model
				Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Your Turn
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Notetaking > Model
				Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Notetaking > Your Turn
				10.8(f)