

# Virginia, Grade 10

Virginia Strand/Standard	Focus of Virginia Standard	For More Information
<b>Communication</b>		
10.1	Participate in, collaborate in, and report on small-group learning activities	SL1 pp. 138–143 SL4 pp. 156–161 SL6 pp. 168–173
10.2	Analyze, produce, and examine similarities and differences between visual and verbal media messages	SL2 pp. 144–149 SL3 pp. 150–155 SL5 pp. 162–167
<b>Reading</b>		
10.3	Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts	L4 pp. 196–201 L5 pp. 202–207 L6 pp. 208–213
10.4	Read, comprehend, and analyze literary texts of different cultures and eras	
	<ul style="list-style-type: none"> <li>Identify main and supporting ideas</li> </ul>	R2 pp. 12–17
	<ul style="list-style-type: none"> <li>Make predictions and draw inferences</li> </ul>	R1 pp. 6–11
	<ul style="list-style-type: none"> <li>Explain techniques and literary forms represented in the literature of different cultures and eras; analyze the cultural function of literature; identify universal themes</li> </ul>	R6 pp. 36–41
	<ul style="list-style-type: none"> <li>Explain the influence of historical context on the form, style, and point of view of a text</li> </ul>	R9 pp. 54–59
	<ul style="list-style-type: none"> <li>Evaluate how word choices, syntax, tone, and voice shape the meaning of a text, achieve special effects, and support author's purpose</li> </ul>	R4 pp. 24–29 R5 pp. 30–35
	<ul style="list-style-type: none"> <li>Compare and contrast character development in a play to characterization in other literary forms</li> </ul>	R7 pp. 42–47
10.5	Read, interpret, analyze, and evaluate nonfiction texts	
	<ul style="list-style-type: none"> <li>Recognize author's intended audience and purpose; identify text organization and structure</li> </ul>	R2 pp. 12–17 R3 pp. 18–23
	<ul style="list-style-type: none"> <li>Compare and contrast informational texts</li> </ul>	R7 pp. 42–47
	<ul style="list-style-type: none"> <li>Draw conclusions and make inferences on explicit and implied information using textual support as evidence</li> </ul>	R1 pp. 6–11
	<ul style="list-style-type: none"> <li>Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge</li> </ul>	SL2 pp. 144–149 W8 pp. 116–121 W9 pp. 122–127
<b>Writing</b>		
10.6	Develop a variety of writing with an emphasis on exposition and analysis	
	<ul style="list-style-type: none"> <li>Generate, gather, organize ideas; plan and organize writing</li> </ul>	W4 pp. 92–97
	<ul style="list-style-type: none"> <li>Write clear, varied sentences; elaborate ideas; arrange paragraphs logically; use transitions; revise for clarity</li> </ul>	W5 pp. 98–103
	<ul style="list-style-type: none"> <li>Use technology to plan, draft, revise, edit, and publish writing</li> </ul>	W6 pp. 104–109
10.7	Self- and peer-edit writing to correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing	L1 pp. 178–183 L2 pp. 184–189
<b>Research</b>		
9.8	Collect, evaluate, organize, and present information to create a research project	
	<ul style="list-style-type: none"> <li>Use technology as a tool to organize, evaluate, and communicate information</li> </ul>	W6 pp. 104–109
	<ul style="list-style-type: none"> <li>Develop the central idea or focus</li> </ul>	W7 pp. 110–115
	<ul style="list-style-type: none"> <li>Find, evaluate, and select sources; make sense of information gathered from diverse sources, identifying misconceptions, conflicting information, point of view or bias; credit sources; avoid plagiarism</li> </ul>	W8 pp. 116–121 SL2 pp. 144–149