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**2017**

**English**

**Standards of Learning**

**Curriculum**

**Framework**

Commonwealth of Virginia  
Board of Education  
Post Office Box 2120  
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## **Introduction**

The 2017 *English Standards of Learning* Curriculum Framework is a companion document to the 2017 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings. The Curriculum Framework is not meant to be an entire curriculum, but rather to provide additional guidance to school divisions and their teachers as they develop their local program of studies appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn. The concepts, skills, and content in English Language Arts spiral. Teachers should note each grade level builds skills that carry to the following grades. Each grade level within the English Curriculum Framework builds from kindergarten through grade 12 creating a comprehensive instructional tool, which prepares students for success in the postsecondary education and the workplace. Teachers should review the Curriculum Framework for the scope of learning in each of the strands in previous grades and in the grades to follow. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into two columns: Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each section is explained below.

## **Teacher Notes**

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain best practices, instructional strategies, and suggestions that will help teachers plan lessons focusing on integrating ~~on~~ the standard(s). The Teacher Notes are found at the beginning of each strand in the English Curriculum Framework.

## **Essential Understandings**

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

## **Essential Knowledge, Skill, and Processes**

Standards are expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard. The Essential Knowledge, Skills, and Processes is not a one-to-one match of the Standards. If the standard is self-explanatory, there will be no additional explanation in this column. For example, the nonfiction reading strand requires students to identify the main idea; there is not a corresponding entry in the EKSP column explaining how to identify a main idea.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

## Grade Ten

### ***Strand: Communication and Multimodal Literacies***

The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will continue to use multimodal tools to create presentations both independently and in small groups. The tenth-grade student will continue to become a skilled communicator, working both independently and in collaborative groups while presenting alternate views and working toward common goals. Teachers will emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

#### Teacher Notes:

- Please note presentation skills may differ within classrooms.
- Teachers should provide opportunities for students to create interactive multimodal presentations.
- Teachers should provide opportunities for small-group analysis and self-analysis of the effectiveness of communication.
- Teachers should provide opportunities for students to collaborate to solve problems.
- Teachers should note that the communication strand should be integrated throughout the year and can be used as part of reading, writing, and research.
- Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.

#### ***10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.***

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) 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.
- d) Assume responsibility for specific group tasks.
- e) Include all group members and value individual contributions made by each group member.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- i) Access, critically evaluate, and use information accurately to solve problems.
- j) Use reflection to evaluate one's own role and the group process in small-group activities.
- k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.

#### **Essential Understandings:**

All students should:

- understand that small group collaboration exists beyond the classroom and their ability to effectively participate is an essential skill.

- understand that verbal and nonverbal techniques are important for effective communication.
- understand working effectively with diverse groups, includes:
  - **exercising flexibility in making necessary compromises to accomplish a common goal;**
  - **defining a team goal and working toward it;**
  - **treating all ideas respectfully;**
  - **demonstrating respect for others' ideas by acknowledging differing points of view; and coming to agreement by seeking consensus.**
- understand the importance of self-reflection in small-group activities.

### **Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- assume shared responsibility for collaborative work.
- collaborate with peers to set guidelines for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
- demonstrate active listening through use of appropriate facial expressions and posture.
- engage others in a conversation by posing and responding to questions in a group situation.
- examine and evaluate strengths and weaknesses when participating in small-group presentations.
- evaluate the overall effectiveness of a group's preparation and presentation.
- make compromises to accomplish a common goal(s) and reach consensus.
- evaluate the content of presentation(s) including introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

### ***10.2 The student will examine, analyze, and produce media messages.***

- a) Create media messages for diverse audiences.
- b) Credit information sources.
- c) Evaluate sources for relationships between intent, factual content, and opinion.
- d) Analyze the impact of selected media formats on meaning.
- e) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- g) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- h) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

### **Essential Understandings:**

All students should:

- recognize that media messages express a viewpoint and contain values.
- understand that there is a relationship between the author's intent, the factual content, and opinion expressed in media messages.
- comprehend how the purposeful use of persuasive language and word connotations convey viewpoint and bias.

- understand the difference between objectivity, or fact, and subjectivity, or bias, in media messages.
- understand how special effects are employed in media messages to persuade viewers.
- recognize that each media message is constructed and that to understand the whole meaning of the message it must be deconstructed.

### **Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- identify and analyze the sources and viewpoint of publications including advertisements, editorials, blogs, and websites.
- analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience).
- determine author's purpose, factual content, opinion, and/or possible bias as presented in media messages.
- recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as but not limited to:
  - ad hominem, red herring, straw man, begging the question, testimonial, ethical appeal, emotional appeal and logical appeal.
- avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.
- analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends.

## ***Strand: Reading***

The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. There is a sustained emphasis on reading comprehension by comparing fiction and nonfiction texts. Students will analyze the cultural and social function and universal themes of fictional texts from different cultures. Tenth grade students will analyze and synthesize information from nonfiction texts to solve problems, answer questions, and generate new knowledge. These critical thinking skills are foundational to technical reading and writing and are transferable across all content areas. \*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades. \*

### Teacher Notes:

- Teachers should teach a balance of fiction including poetry and nonfiction throughout the academic year.
- Nonfiction texts should include informational, persuasive, and technical texts.
- Please note although the strands are developed separately, teachers should seamlessly integrate all strands.
  - Thematic units are one approach.
- Teachers should have students write about what they have read.
- Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.
  - Although the vocabulary standards in high school remain similar, the words studied should increase in complexity according to a variety of texts read. Vocabulary can also be differentiated according to text, and level of student.
  - There is not a specific list of Greek/Latin roots, or idioms. Teachers may want to consult professional publications.
  - Teachers should provide instruction on classical allusions and how they can impact and deepen the meaning of the text.
- While whole-group instruction can be centered on a shared text, teachers must also provide opportunities for student choice with both fiction and nonfiction texts.
- Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.
- A list of poetic elements and techniques and literary devices is included in the Essential Knowledge, Skills, and Processes column for English SOL 9.4.
- Teachers should include literary texts that fulfill a social or cultural function depending on the time, location, theme and purpose of the author(s) across texts. For example, *Things Fall Apart*, focuses on the clash of cultures in an African country centered on a prodigal son brought down by hubris.
- Teachers should introduce students to longer, more complex texts both on grade level and above.
- Teachers should have students refer to the text(s) for support.
- Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.

***10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.***

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

**Essential Understandings:**

All students should:

- recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.
- understand that figurative language enriches text.
- understand that word structure aids comprehension of unfamiliar and complex words.
- understand that affixes and Greek and Latin roots are clues to determine meanings of words.
- understand that context and connotations help determine the meaning of text
- understand that allusions are used to assist readers in providing connections to other works or historical events.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- use roots or affixes to determine or clarify the meaning of words.
- demonstrate an understanding of and explain common idioms.
- use prior reading knowledge and other study to identify and explain the meaning of literary and classical allusions
- demonstrate understanding of figurative language, word relationships, and connotations in word meanings

***10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.***

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.

- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

### **Essential Understandings:**

All students should:

- understand that literature is universal and influenced by different cultures and eras.
- understand that analysis of a text should be based on textual evidence not personal opinion.
- understand how dramatic conventions can provide the audience with a deeper understanding of the play
- understand rhyme, rhythm, and sound elements.
- understand that writers use techniques and literary devices to evoke emotion in the reader.

### **Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- construct meaning from text by making connections between what they already know and the new information they read.
- analyze and critique themes across texts and within various social, cultural, and historical contexts.
- compare and contrast a variety of literary works from different cultures and eras, including but not limited to: short stories, poems, plays, novels, essays, and literary nonfiction.
- explain similarities and differences among literary genres from different cultures, such as including but not limited to: sonnets, myths, novels, graphic novels; and short stories.
- analyze the different character roles in literary texts (e.g., foil, tragic hero).
- analyze how indirect characterization reveal(s) nuances of character and advances the plot.
- analyze universal themes, including but not limited to: struggle with nature, survival of the fittest, coming of age, power of love, loss of innocence, struggle with self, disillusionment with life, the effects of progress, power of nature, alienation and isolation, honoring the historical past, good overcoming evil, tolerance of the atypical; the great journey, noble sacrifice, the great battle, love and friendship, and revenge.
- analyze works of literature for historical information about the period in which they were written.
- describe common archetypes that pervade literature including but not limited to: hero/heroine; trickster; outsider/outcast; rugged individualist; shrew/vampiric male; innocent; caretaker; rebel; misfit; scapegoat; lonely orphan.
- examine a literary selection from several different critical perspectives
- analyze how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, allusion, allegory, paradox).
- analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, understatement).
- analyze a particular point of view or cultural experience reflected in a literary work.

- compare and contrast literary devices that convey a poem’s message and elicit a reader’s emotions.
- interpret and paraphrase the meanings of selected poems.
- identify and describe dramatic conventions.
- compare and contrast two or more texts on the same topic or with similar themes.
- use evidence from the text(s) for support when drawing conclusions, making inferences.
- demonstrate comprehension and apply strategies to write about what is read.

***10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.***

- Analyze text features and organizational patterns to evaluate the meaning of texts.
- Recognize an author’s intended audience and purpose for writing.
- Skim materials to develop an overview and locate information.
- Compare and contrast informational texts for intent and content.
- Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- Analyze ideas within and between selections providing textual evidence.
- Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- Use reading strategies throughout the reading process to monitor comprehension.

**Essential Understandings:**

All students should:

- understand that skilled readers of nonfiction texts and technical documents apply different reading strategies.
- understand that informational and technical writing is often non-linear, fragmented, and graphic-supported.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- identify the different formats and purposes of informational and technical texts.
- analyze and synthesize information from multiple texts while maintaining the intended purpose of each original text.
- analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts.
- recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.
- analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
- analyze how authors use.
- identify essential details in complex informational texts.
- interpret and analyze information presented in maps, charts, timelines, tables, and diagrams

- make inferences and draw conclusions from complex informational texts.
- demonstrate comprehension and apply strategies to write about what is read.

## ***Strand: Writing***

At the tenth-grade level, students will continue to develop as readers and writers. The student will use the recursive writing process while writing in a variety of forms with an emphasis on analysis and persuasion. Students will write persuasively and analytically synthesizing evidence from credible sources and use organizational patterns to effectively match the intended audience and purpose. Students will be expected to have greater control over the conventions of writing and write and revise to a standard acceptable both in the workplace and postsecondary education.

Teacher notes:

- The focus of writing in tenth grade is persuasion and analysis.
- Teachers should recognize the difference between teaching writing and assigning writing.
- Teachers should recognize that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (i.e. 5 paragraphs) often produces formulaic writing and limits student expression.
- Teachers will model the recursive writing process for students.
- Teachers should reference quality writing in published works as models.
- The focus of writing in tenth grade is persuasion and analysis.
- Teachers will integrate grammar with writing instruction throughout the academic year.
- Teachers will use student writing to teach editing and peer editing skills.
- Teachers will teach students to blend multiple forms of writing and embed narrative techniques.
  - Teachers may want to consult professional publications.
- Teachers will instruct students in the features of the three domains of writing:
  - Composing-focusing on a clear, central idea, providing elaboration, organization, and unity
  - Written Expression- sentence variation, selected information, word choice, voice, and tone
  - Usage/Mechanics- grammar, punctuation, and usage as appropriate for the grade level
- Teachers will utilize writing conferences and portfolios to monitor student progress.
- Teachers will provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.
- Teachers should provide opportunities for student choice with topic, audience, and purpose.

***10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.***

- a) Engage in writing as a recursive process.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Adjust writing content, technique, and voice for a variety of audiences and purposes.
- d) Communicate clearly the purpose of the writing using a thesis statement.
- e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.

- i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- j) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- k) Elaborate ideas clearly through word choice.
- l) Use textual evidence to compare and contrast multiple texts.
- m) Revise writing for clarity of content, accuracy, and depth of information.
- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

### **Essential Understandings:**

All students should:

- understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing.
- understand that writing should be purposefully crafted with attention to deliberate word choice, precise information.
- understand the features of the domains of writing including composing, written expression, and usage/mechanics are essential to quality writing.
- understand that voice and tone must be developed with awareness of audience and purpose.

### **Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- demonstrate the purpose of writing as narrative, persuasive, expository, reflective or analytical.
- develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences or characters and enhance writing.
- create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay.
- use effective rhetorical appeals, to establish credibility and persuade intended audience.
- use embedded clauses for sentence variety.
- write persuasively organizing reasons logically and effectively.
- analyze sources and determine the best information to support a position/argument.
- utilize credible, current research and expert opinions to support a position/argument.
- identify counterclaims and use counter-arguments that address claims.
- compare/contrast and select evidence from multiple texts to strengthen a position/argument.
- use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.
- develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques.

***10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.***

- a) Use parallel structure across sentences and paragraphs.
- b) Use complex sentence structure to infuse sentence variety in writing.
- c) Distinguish between active and passive voice.
- d) Use colons correctly.
- e) Analyze the writing of others and suggest how writing might be improved.

**Essential Understandings:**

All students should:

- understand that grammatical and syntactical choices convey a writer's message.
- understand that active voice means that the subject of a verb performs the action and passive voice means that the subject of a verb receives the action.
- understand how writers use organization and details to communicate their purposes.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- distinguish between active voice and passive voice to convey a desired effect.
- know and apply the rules for the use of a colon.
- edit and revise for parallel structure and complex sentences.
- use peer- and self-evaluation to edit writing.
- proofread and prepare writing for intended audience and purpose.
- correct grammatical and usage errors.

## ***Strand: Research***

At the tenth-grade level, students will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. They will evaluate the validity and authenticity of sources, and they will apply research techniques to quote, summarize, paraphrase, and embed findings. In addition, they will cite sources using either MLA or APA style sheet and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information necessary for success in future postsecondary education and workplace environments.

### Teacher Notes:

- Teachers should note that research can be individual, collaborative, cross-curricular, and integrated throughout the year.
- Research products should vary from small informative pieces to large multimodal presentations throughout the academic year.
- Teachers will teach students how to embed information correctly into research products.
- Teachers should utilize librarian/media specialist's assistance in teaching the research process.
- Teachers will make students aware of possible consequences of plagiarism.
- Teachers will emphasize giving credit to all sources used when gathering information including music, graphics, and another person's media.
- Teachers will have students demonstrate responsible use of the Internet.

### ***10.8 The student will find, evaluate, and select credible resources to create a research product.***

- a) Verify the accuracy, validity, and usefulness of information.
- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.
- d) 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).
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

### **Essential Understandings:**

All students should:

- understand that using a standard form of documentation legally protects the intellectual property of writers.
- understand to avoid plagiarism, credit must be given when using another person's ideas, opinions, facts, statistics, or graphics.
- understand the purposeful and responsible use of the Internet.
- understand the importance of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions.
- understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law.

- understand the ethical issues and responsibility of documentation in research.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

- use resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis, claims, and counterclaims.
- organize information and maintain coherence throughout the writing based on the topic, purpose, and audience.
- evaluate sources for their credibility, reliability, accuracy strengths, and limitations.

cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages.