Arkansas Tutorials are designed specifically for the Arkansas Standards found in the Curriculum Framework documents to prepare students for English, reading, writing, math and science tests.

English Tutorials offers targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: Elements of Literature 1

- **IMAGERY**
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **FIGURATIVE LANGUAGE**
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

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- RI.11-12.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- L.11-12.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- **SYMBOLISM AND ALLEGORY**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
  - RL.11-12.6: Reading Reading Standards for Literature Craft and Structure Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Unit 2: Elements of Literature 2

- **CONFLICT**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
  - RL.11-12.5: Reading Reading Standards for Literature Craft and Structure Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- **CHARACTER TYPES**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
- **FORESHADOWING AND SUSPENSE**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

Unit 3: Plot and Theme

- **PLOT**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

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- RL.11-12.5: Reading Reading Standards for Literature Craft and Structure Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- **THEME**
  - RL.11-12.1: Reading Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - RL.11-12.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- **RESOLUTIONS**
  - RL.11-12.5: Reading Reading Standards for Literature Craft and Structure Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Unit 4: Setting and Point of View

- **SETTING**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
- **POINT OF VIEW I**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
- **POINT OF VIEW II**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

Unit 5: Reading Strategies 1

- **MAKING INFERENCES**
  - RL.11-12.1: Reading Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - RI.11-12.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

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drawn from the text, including determining where the text leaves matters uncertain.

- RI.11-12.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- **DRAWING CONCLUSIONS**
  - RL.11-12.1: Reading Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - RI.11-12.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - RI.11-12.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Unit 6: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - RL.11-12.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RI.11-12.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
  - RI.11-12.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RL.11-12.1: Reading Reading Standards for Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
  - RI.11-12.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **DETERMINING AUTHOR'S PURPOSE**

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- RI.11-12.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
- RI.11-12.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - RL.11-12.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RI.11-12.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
  - RI.11-12.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Unit 7: Genres

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
  - RL.11-12.9: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze how two or more influential literary works from the same time period address similar themes or topics.
  - W.11-12.9.A: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis. Apply Grades 11-12 Reading standards to literature.
- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
  - RL.11-12.9: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze how two or more influential literary works from the same time period address similar themes or topics.

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- W.11-12.9.A: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis. Apply Grades 11-12 Reading standards to literature.

- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - RL.11-12.9: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze how two or more influential literary works from the same time period address similar themes or topics.
  - W.11-12.9.A: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis. Apply Grades 11-12 Reading standards to literature.

Unit 8: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - RI.11-12.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - RI.11-12.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- **HYPERBOLE AND UNDERSTATEMENT**
  - L.11-12.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - RL.11-12.6: Reading Reading Standards for Literature Craft and Structure Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- **IRONY AND SARCASM**
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - RL.11-12.6: Reading Reading Standards for Literature Craft and Structure Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from

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what is really meant (e.g., satire, sarcasm, irony, or understatement).

- L.11-12.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Unit 9: Author's Voice and Method 2

- **OXYMORON AND PARADOX**
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - L.11-12.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- **TONE AND MOOD**
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - RI.11-12.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **WORD CHOICE**
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - RI.11-12.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - L.11-12.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - L.11-12.5.B: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.

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Analyze nuances in the meaning of words with similar denotations.

Unit 10: Strategy 1

- **CENTRAL IDEAS**
  - RL.11-12.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RI.11-12.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
  - RI.11-12.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RI.11-12.5: Reading Reading Standards for Informational Text Craft and Structure Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.
- **ANALYZING EFFECTIVE TEXT STRUCTURES**
  - RI.11-12.5: Reading Reading Standards for Informational Text Craft and Structure Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.

Unit 11: Strategy 2

- **RHETORICAL TECHNIQUES**
  - RI.11-12.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - RI.11-12.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
  - RI.11-12.9: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their themes, purposes, and rhetorical features.
- **ANALYZING LANGUAGE**
  - RI.11-12.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over

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the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Unit 12: Text Connections

- **ANALYZING INTERPRETATIONS OF FICTION**
  - RL.11-12.7: Reading Reading Standards for Literature Integration of Knowledge and Ideas Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
  - RL.11-12.10a: Reading Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RI.11-12.7: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.
  - RI.11-12.10a: Reading Reading Standards for Informational Text Range of Reading and Level of Text Complexity By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **PRINT AND NONPRINT TEXTS**
  - RI.11-12.7: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.

Unit 13: Historical Documents

- **FOUNDATIONAL U.S. DOCUMENTS**
  - RI.11-12.9: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their themes, purposes, and rhetorical features.
  - RI.11-12.6: Reading Reading Standards for Informational Text Craft and Structure Determine an author's point of view, perspective, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- **CONSTITUTIONAL PRINCIPLES**
  - RI.11-12.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.
  - W.11-12.9.B: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis. Apply Grades 11-12 Reading standards to informational texts.

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Unit 14: Text Organization 1

- **CAUSE AND EFFECT**
  - RI.11-12.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
- **COMPARE AND CONTRAST**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
  - RI.11-12.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **VISUAL AIDS**

Unit 15: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
  - RI.11-12.3: Reading Reading Standards for Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **FLASHBACK AND FRAMING**
  - RL.11-12.3: Reading Reading Standards for Literature Key Ideas and Details Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
  - RL.11-12.5: Reading Reading Standards for Literature Craft and Structure Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Unit 16: Sentence Structure 1

- **SENTENCE STRUCTURE**
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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- L.11-12.1.H: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
- L.11-12.3.A: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
- L.11-12.3.B: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.

- **NOUNS AND CAPITALIZATION**
  - L.11-12.2.A: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.

Unit 17: Sentence Structure 2

- **MODIFIERS**
  - L.11-12.1.F: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **SUBJECT-VERB AGREEMENT**
  - L.11-12.1.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - L.11-12.3.A: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
  - L.11-12.3.B: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to

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comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.

Unit 18: Verb Usage

- **PARALLELISM AND VERB TENSE**
  - L.11-12.1.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Form and use correctly the full range of verb tenses and moods.
  - L.11-12.1.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - L.11-12.3.A: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
  - L.11-12.3.B: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
- **VERB TENSE AND VOICE**
  - L.11-12.1.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Form and use correctly the full range of verb tenses and moods.
  - L.11-12.1.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.
- **VERB MOOD**
  - L.11-12.1.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Form and use correctly the full range of verb tenses and moods.
  - L.11-12.1.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.

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Unit 19: Punctuation 1

- **PUNCTUATION**
  - L.11-12.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
- **COLONS AND SEMICOLONS**
  - L.11-12.2.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. Observe hyphenation conventions.
  - L.11-12.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
- **COMMAS WITH PHRASES AND CLAUSES**
  - L.11-12.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - L.11-12.2.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. Observe hyphenation conventions.

Unit 20: Punctuation 2

- **END MARKS**
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - L.11-12.2.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. Observe hyphenation conventions.
- **DASHES AND HYPHENS**
  - L.11-12.2.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. Observe hyphenation conventions.

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- L.11-12.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.

Unit 21: Contextual Clues 1

- **USING CONTEXTUAL CLUES**
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - RI.11-12.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - L.11-12.4.A: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.4.D: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - L.11-12.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - RI.11-12.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - L.11-12.4.A: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing

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flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Unit 22: Contextual Clues 2

- **WORD PATTERNS**
  - L.11-12.4.B: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- **CONNOTATION AND DENOTATION**
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - RI.11-12.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - L.11-12.5.B: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Analyze nuances in the meaning of words with similar denotations.
  - L.11-12.4.A: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.5.C: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. This standard is taught in Grade 8 and should be reinforced as needed. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Unit 23: Using Guides

- **USING THE DICTIONARY AND THESAURUS**
  - L.11-12.3.A: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
  - L.11-12.3.B: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to

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comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.

- L.11-12.4.C: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.D: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5.B: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6: Language Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- **FORMAL AND INFORMAL LANGUAGE**
  - RL.11-12.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - RI.11-12.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
  - W.11-12.1.D: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.
  - W.11-12.2.E: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style, objective tone, and appropriate format within norms and conventions of the discipline.
  - SL.11-12.6: Speaking and Listening Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or formal English when indicated or appropriate.

Unit 24: Usage

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- **CHANGING LANGUAGE CONVENTIONS**
  - L.11-12.1.A: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - L.11-12.1.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- **SPELLING RULES**
  - L.11-12.2.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. Spell correctly.

Unit 25: Building an Essay

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - W.11-12.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **INTRODUCTIONS**
  - W.11-12.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and multimedia to aid in comprehension.
- **CONCLUSIONS**
  - W.11-12.1.E: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
  - W.11-12.2.F: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 26: Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

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- W.11-12.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and multimedia to aid in comprehension.
- W.11-12.2.B: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
- SL.11-12.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.5: Speaking and Listening Presentation of Knowledge and Ideas Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- **WRITING AND TECHNOLOGY**
  - W.11-12.6: Writing Production and Distribution of Writing Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Unit 27: Narrative Writing

- **SHORT NARRATIVES**
  - W.11-12.3.E: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.
  - W.11-12.3.A: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.11-12.3.B: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.11-12.3.C: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event

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sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

- W.11-12.3.D: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.

- **NARRATIVE TECHNIQUES**
  - W.11-12.3.B: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.11-12.3.A: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.11-12.3.C: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - W.11-12.3.D: Writing Text Types and Purposes Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.

Unit 28: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - W.11-12.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and multimedia to aid in comprehension.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - W.11-12.2.B: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or

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other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.

- W.11-12.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and multimedia to aid in comprehension.
- W.11-12.2.C: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- **EXPOSITORY ESSAYS**
  - W.11-12.1.E: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
  - W.11-12.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and multimedia to aid in comprehension.
  - W.11-12.2.B: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
  - W.11-12.2.C: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - W.11-12.2.F: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 29: Argumentative Writing 1

- **TYPES OF EVIDENCE**

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- W.11-12.1.A: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.2.B: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
- W.11-12.1.B: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- **CLAIMS AND COUNTERCLAIMS**
  - W.11-12.1.A: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - W.11-12.1.B: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Unit 30: Argumentative Writing 2

- **ARGUMENTATIVE CLAIMS**
  - W.11-12.1.A: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - W.11-12.1.C: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

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- W.11-12.1.A: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1.B: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1.C: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.

- **ARGUMENTATIVE ESSAYS**
  - W.11-12.1.A: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - W.11-12.1.B: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - W.11-12.1.E: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).

Unit 31: Research

- **REFINING A RESEARCH QUESTION**
  - W.11-12.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - W.11-12.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. Follow a standard format for citation.

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- **GATHERING INFORMATION**
  - W.11-12.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. Follow a standard format for citation.
- **AVOIDING PLAGIARISM**
  - W.11-12.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. Follow a standard format for citation.

Unit 32: Revision Considerations 1

- **PREWRITING**
  - W.11-12.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and multimedia to aid in comprehension.
  - W.11-12.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **UNITY AND FOCUS**
  - W.11-12.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and multimedia to aid in comprehension.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WORDINESS AND REDUNDANCY**
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 33: Revision Considerations 2

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- **TRANSITIONAL ELEMENTS**
  - W.11-12.1.C: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.
  - W.11-12.2.C: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - W.11-12.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **MAINTAINING A FORMAL STYLE**
  - W.11-12.1.D: Writing Text Types and Purposes Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.
  - W.11-12.2.D: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - W.11-12.2.E: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style, objective tone, and appropriate format within norms and conventions of the discipline.
  - L.11-12.1.A: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grades 11-12. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - L.11-12.6: Language Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit 34: Speaking and Listening

- **DISCUSSION GUIDELINES**

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- SL.11-12.1.A: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1.B: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1.C: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1.D: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- **ANALYZING AND DEVELOPING A SPEECH**
  - SL.11-12.3: Speaking and Listening Comprehension and Collaboration Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
  - SL.11-12.4: Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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