New Jersey Tutorials are designed specifically for the New Jersey Core Curriculum Content Standards to prepare students for the PARCC assessments, the New Jersey Biology Competency Test (NJBCT).

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

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

Unit 1: Elements of Literature 1

- **IMAGERY**
  - L.VI.11–12.4.D: Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
  - W.NW.11–12.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **FIGURATIVE LANGUAGE**
  - L.VI.11–12.4.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - L.VI.11–12.4.D: Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

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Unit 2: Elements of Literature 2

- **SYMBOLISM AND ALLEGORY**
  - RL.IT.11–12.3: Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **SATIRE AND PARADOX**
  - RL.IT.11–12.3: Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RI.PP.11–12.5: Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- **FORESHADOWING AND SUSPENSE**
  - W.NW.11–12.3.B: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.NW.11–12.3.C: 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).

Unit 3: Characters

- **CHARACTERS AND CONFLICT**
  - RL.IT.11–12.3: Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **CHARACTER TYPES**
  - RL.IT.11–12.3: Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Unit 4: Plot and Theme

- **PLOT**
  - RL.TS.11–12.4: Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- **THEMES IN FICTION**
  - RL.CI.11–12.2: Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

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- **RESOLUTIONS**
  - RL.TS.11–12.4: Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

Unit 5: Setting and Point of View

- **SETTING**
  - RL.IT.11–12.3: Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **POINT OF VIEW**
  - RL.PP.11–12.5: Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

Unit 6: Reading Strategies 1

- **MAKING INFERENCES**
  - RL.CR.11–12.1: Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
  - RI.CR.11–12.1: Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- **DRAWING CONCLUSIONS**
  - RL.CR.11–12.1: Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
  - RI.CR.11–12.1: Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

Unit 7: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - RI.CI.11–12.2: Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- **DETERMINING AUTHOR'S PURPOSE**

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- RI.PP.11–12.5: Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - RL.CI.11–12.2: Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
  - RI.CI.11–12.2: Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

Unit 8: Genres

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
  - RL.CT.11–12.8: Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
  - RL.CT.11–12.8: Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - RL.CT.11–12.8: Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

Unit 9: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - RL.IT.11–12.3: Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **HYPERBOLE AND UNDERSTATEMENT**
  - L.VI.11–12.4.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- **IRONY AND SARCASM**
  - RL.IT.11–12.3: Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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Unit 10: Author's Voice and Method 2

- **OXYMORON AND PARADOX**
  - L.VI.11–12.4.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- **TONE AND MOOD**
  - L.VI.11–12.4.D: Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
- **WORD CHOICE**
  - L.VI.11–12.4.D: Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Unit 11: Strategy 1

- **CENTRAL IDEAS**
  - RI.CI.11–12.2: Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- **ANALYZING EFFECTIVE TEXT STRUCTURES**
  - RI.TS.11–12.4: Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **TEXT STRUCTURES IN FICTION**
  - RL.TS.11–12.4: Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

Unit 12: Strategy 2

- **ANALYZING LANGUAGE**
  - L.VL.11–12.3.C: Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
  - L.VI.11–12.4.C: Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- **RHETORICAL TECHNIQUES**
  - RI.PP.11–12.5: Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- **LOGICAL FALLACIES**
  - RI.AA.11–12.7: Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

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Unit 13: Text Connections

- **ANALYZING INTERPRETATIONS OF FICTION**
  - RL.MF.11–12.6: Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the authors message).
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RL.MF.11–12.6: Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the authors message).
- **PRINT AND NONPRINT TEXTS**
  - RL.MF.11–12.6: Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the authors message).

Unit 14: Historical Documents

- **FOUNDATIONAL U.S. DOCUMENTS**
  - RI.AA.11–12.7: Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
  - RI.CT.11–12.8: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- **CONSTITUTIONAL PRINCIPLES**
  - RI.AA.11–12.7: Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
  - RI.CT.11–12.8: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Unit 15: Text Organization 1

- **CAUSE AND EFFECT**
  - RI.IT.11–12.3: Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- **COMPARE AND CONTRAST**
  - RI.IT.11–12.3: Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

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- **VISUAL AIDS**
  - SL.II.11–12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Unit 16: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - RI.IT.11–12.3: Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- **FLASHBACK AND FRAMING**
  - RL.TS.11–12.4: Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

Unit 17: Sentence Structure

- **SENTENCE STRUCTURE**
  - L.KL.11–12.2.B: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- **PARALLELISM AND VERB TENSE**
  - L.KL.11–12.2.B: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- **SUBJECT-VERB AGREEMENT**
  - L.KL.11–12.2.B: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Unit 18: Punctuation 1

- **COLONS AND SEMICOLONS**
  - L.KL.11–12.2.B: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- **COMMAS WITH PHRASES AND CLAUSES**
  - L.KL.11–12.2.B: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Unit 19: Punctuation 2

- **DASHES AND HYPHENS**
  - L.SS.11–12.1.B: Observe hyphenation conventions.
- **END MARKS**
  - L.KL.11–12.2.B: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Unit 20: Contextual Clues 1

- **USING CONTEXTUAL CLUES**

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- L.KL.11–12.2.A: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- L.VL.11–12.3.A: 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.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - L.VI.11–12.4.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Unit 21: Contextual Clues 2

- **WORD PATTERNS**
  - L.VL.11–12.3.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- **CONNOTATION AND DENOTATION**
  - L.VI.11–12.4.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Unit 22: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - L.VI.11–12.4.D: Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
- **CHANGING LANGUAGE CONVENTIONS**
  - L.SS.11–12.1.A: Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- **SPELLING RULES**
  - L.SS.11–12.1.C: Recognize spelling conventions.

Unit 23: Using Guides

- **USING THE DICTIONARY AND THESAURUS**
  - L.VL.11–12.3.D: 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.VL.11–12.3.E: 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).
- **USING STYLE MANUALS**
  - W.WP.11–12.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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- W.SE.11–12.6: Gather relevant information from multiple authoritative 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 and following a standard format for citation (MLA or APA Style Manuals).

Unit 24: Building an Essay

- **DETERMINING APPROPRIATE ESSAY FORMAT**
  - W.WP.11–12.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **INTRODUCTIONS**
  - W.IW.11–12.2.A: 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; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **CONCLUSIONS**
  - W.AW.11–12.1.E: Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
  - W.IW.11–12.2.F: Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit 25: Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - W.IW.11–12.2.A: 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; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - SL.II.11–12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) 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.UM.11–12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **WRITING AND TECHNOLOGY**
  - W.RW.11–12.7: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Unit 26: Narrative Writing

- **SHORT NARRATIVES**

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- W.NW.11–12.3.A: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.NW.11–12.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.NW.11–12.3.E: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **NARRATIVE TECHNIQUES**
  - W.NW.11–12.3.B: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.NW.11–12.3.C: 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.NW.11–12.3.E: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Unit 27: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - W.IW.11–12.2.A: 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; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - W.IW.11–12.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
  - W.IW.11–12.2.C: 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.IW.11–12.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

Unit 28: Argumentative Writing 1

- **TYPES OF EVIDENCE**
  - W.AW.11–12.1.B: Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
- **CLAIMS AND COUNTERCLAIMS**

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- W.AW.11–12.1.B: Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

Unit 29: Argumentative Writing 2

- **ARGUMENTATIVE CLAIMS**
  - W.AW.11–12.1.A: 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.
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - W.AW.11–12.1.A: 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.
- **ARGUMENTATIVE ESSAYS**
  - W.AW.11–12.1.A: 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.

Unit 30: Research 1

- **REFINING A RESEARCH QUESTION**
  - W.WR.11–12.5: 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.
- **GATHERING INFORMATION**
  - W.SE.11–12.6: Gather relevant information from multiple authoritative 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 and following a standard format for citation (MLA or APA Style Manuals).

Unit 31: Research 2

- **SYNTHESIZING IDEAS**
  - W.WR.11–12.5: 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.
- **AVOIDING PLAGIARISM**

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- W.SE.11–12.6: Gather relevant information from multiple authoritative 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 and following a standard format for citation (MLA or APA Style Manuals).

Unit 32: Revision Considerations 1

- **PREWRITING**
  - W.WP.11–12.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **UNITY AND FOCUS**
  - W.WP.11–12.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **WORDINESS AND REDUNDANCY**
  - W.WP.11–12.4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Unit 33: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - W.AW.11–12.1.C: Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - W.IW.11–12.2.C: 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.
- **MAINTAINING A FORMAL STYLE**
  - W.AW.11–12.1.D: Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - W.IW.11–12.2.D: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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- W.IW.11–12.2.E: Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Unit 34: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - SL.PE.11–12.1.A: 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.PE.11–12.1.B: Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
  - SL.PE.11–12.1.C: 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.PE.11–12.1.D: 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.II.11–12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) 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.ES.11–12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
  - SL.PI.11–12.4: Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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