Tennessee Tutorials are designed specifically for the Tennessee Academic Standards to prepare students for the Tennessee Comprehensive Assessment Program (TCAP) and the TNReady assessments.

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**
  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
  - 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on

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meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

- **FIGURATIVE LANGUAGE**
  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
  - 11-12.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
  - 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
  - 11-12.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
  - 11-12.W.TTP.3.g: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Use appropriate language and techniques, such as metaphor, simile, and analogy.
- **SYMBOLISM AND ALLEGORY**
  - 11-12.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

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- 11-12.RL.CS.6: Reading Craft and Structure Literature Assess how point of view or purpose shapes the content and style of a text. Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

Unit 2: Elements of Literature 2

- **CONFLICT**
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
  - 11-12.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.
- **CHARACTER TYPES**
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- **FORESHADOWING AND SUSPENSE**
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

Unit 3: Plot and Theme

- **PLOT**
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
  - 11-12.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.
- **THEME**
  - 11-12.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw

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inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

- 11-12.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

- **RESOLUTIONS**
  - 11-12.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

Unit 4: Setting and Point of View

- **SETTING**
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- **POINT OF VIEW I**
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- **POINT OF VIEW II**
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

Unit 5: Reading Strategies 1

- **MAKING INFERENCES**
  - 11-12.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or

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speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

- 11-12.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

- **DRAWING CONCLUSIONS**
  - 11-12.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
  - 11-12.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- **SYNTHESIZING IDEAS**
  - 11-12.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
  - 11-12.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

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- 11-12.W.TTP.1.a: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Introduce precise claim(s).
- 11-12.W.RBPK.8: Writing Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.W.RBPK.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

Unit 6: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - 11-12.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
  - 11-12.RI.KID.2: Reading Key Ideas and Details Informational Text Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
  - 11-12.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
  - 11-12.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
  - 11-12.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw

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inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

- **DETERMINING AUTHOR'S PURPOSE**
  - 11-12.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
  - 11-12.RI.KID.2: Reading Key Ideas and Details Informational Text Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
  - 11-12.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
  - 11-12.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
  - 11-12.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - 11-12.RI.KID.2: Reading Key Ideas and Details Informational Text Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
  - 11-12.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
  - 11-12.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
  - 11-12.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
  - 11-12.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

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- 11-12.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

Unit 7: Genres

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
  - 11-12.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
  - 11-12.W.RBPK.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
  - 11-12.RL.IKI.9: Reading Integration of Knowledge and Ideas Literature Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.
- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
  - 11-12.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
  - 11-12.W.RBPK.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
  - 11-12.RL.IKI.9: Reading Integration of Knowledge and Ideas Literature Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.
- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - 11-12.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
  - 11-12.W.RBPK.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

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- 11-12.RL.IKI.9: Reading Integration of Knowledge and Ideas Literature Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

Unit 8: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - 11-12.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
  - 11-12.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
  - 11-12.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- **HYPERBOLE AND UNDERSTATEMENT**
  - 11-12.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
  - 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
  - 11-12.RL.CS.6: Reading Craft and Structure Literature Assess how point of view or purpose shapes the content and style of a text. Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.
- **IRONY AND SARCASM**
  - 11-12.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

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- 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- 11-12.RL.CS.6: Reading Craft and Structure Literature Assess how point of view or purpose shapes the content and style of a text. Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

Unit 9: Author's Voice and Method 2

- **OXYMORON AND PARADOX**
  - 11-12.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
  - 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- **TONE AND MOOD**
  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
  - 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on

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meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

- 11-12.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.

- **WORD CHOICE**
  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
  - 11-12.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
  - 11-12.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
  - 11-12.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
  - 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
  - 11-12.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

Unit 10: Literary Analysis

- **LITERARY ANALYSIS PARAGRAPHS**

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- 11-12.W.TTP.2.f: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 11-12.W.RBPK.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

- **LITERARY ANALYSIS ESSAYS**
  - 11-12.W.RBPK.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
  - 11-12.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. 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 11: Strategy 1

- **CENTRAL IDEAS**
  - 11-12.RI.KID.2: Reading Key Ideas and Details Informational Text Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
  - 11-12.RI.IKI.7: Reading Integration of Knowledge and Ideas Informational Text Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic or subject in multiple diverse formats and media.
  - 11-12.RI.CS.5: Reading Craft and Structure Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.
  - 11-12.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

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- 11-12.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

- **ANALYZING EFFECTIVE TEXT STRUCTURES**

  - 11-12.RI.CS.5: Reading Craft and Structure Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Unit 12: Strategy 2

- **RHETORICAL TECHNIQUES**

  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
  - 11-12.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
  - 11-12.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
  - 11-12.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
  - 11-12.RI.IKI.9: Reading Integration of Knowledge and Ideas Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

- **ANALYZING LANGUAGE**

  - 11-12.L.KL.3: 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 knowledge of language to understand how

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language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

- 11-12.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.

Unit 13: Text Connections

- **ANALYZING INTERPRETATIONS OF FICTION**
  - 11-12.RL.IKI.7: Reading Integration of Knowledge and Ideas Literature Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
  - 11.RL.RRTC.10: Reading Range of Reading and Level of Text Complexity Literature Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - 11.RI.RRTC.10: Reading Range of Reading and Level of Text Complexity Informational Text Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
  - 11-12.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- **PRINT AND NONPRINT TEXTS**
  - 11-12.RI.IKI.7: Reading Integration of Knowledge and Ideas Informational Text Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Evaluate the topic or subject in multiple diverse formats and media.

Unit 14: Historical Documents

- **FOUNDATIONAL U.S. DOCUMENTS**
  - 11-12.RI.IKI.9: Reading Integration of Knowledge and Ideas Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

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- 11-12.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

- **CONSTITUTIONAL PRINCIPLES**
  - 11-12.RI.IKI.8: Reading Integration of Knowledge and Ideas Informational Text Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
  - 11-12.W.RBPK.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

Unit 15: Text Organization 1

- **CAUSE AND EFFECT**
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
  - 11-12.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- **COMPARE AND CONTRAST**
  - 11-12.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- **VISUAL AIDS**

Unit 16: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - 11-12.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

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- 11-12.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.
- 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

- **FLASHBACK AND FRAMING**
  - 11-12.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
  - 11-12.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

Unit 17: Sentence Structure 1

- **SENTENCE STRUCTURE**
  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
  - 11-12.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
- **PARALLELISM AND VERB TENSE**
  - 11-12.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

Unit 18: Sentence Structure 2

- **SUBJECT-VERB AGREEMENT**

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- 11-12.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

- **NOUNS AND CAPITALIZATION**
  - 11-12.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Unit 19: Punctuation 1

- **COLONS AND SEMICOLONS**
  - 11-12.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- **COMMAS WITH PHRASES AND CLAUSES**
  - 11-12.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
  - 11-12.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Unit 20: Punctuation 2

- **END MARKS**
  - 11-12.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

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- 11-12.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

- **DASHES AND HYPHENS**
  - 11-12.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Unit 21: Contextual Clues 1

- **USING CONTEXTUAL CLUES**
  - 11-12.L.VAU.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or a phrase.
  - 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
  - 11-12.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - 11-12.L.VAU.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or a phrase.

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- 11-12.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- 11-12.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.

Unit 22: Contextual Clues 2

- **WORD PATTERNS**
  - 11-12.L.VAU.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
  - 11-12.L.VAU.4.b: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- **WORD ROOTS**
  - 11-12.L.VAU.4.b: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- **CONNOTATION AND DENOTATION**
  - 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word

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choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

- 11-12.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
- 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- 11-12.L.VAU.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or a phrase.
- 11-12.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

Unit 23: Using Guides

- **USING THE DICTIONARY AND THESAURUS**
  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
  - 11-12.L.VAU.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.

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- 11-12.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 11-12.L.VAU.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 at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **USING STYLE GUIDES**
  - 11-12.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

Unit 24: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
  - 11-12.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
  - 11-12.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word

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choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

- 11-12.RI.KID.3: Reading Key Ideas and Details Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze how an authors choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- 11-12.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.
- 11-12.W.TTP.1.f: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Establish and maintain a formal style and objective tone.
- 11-12.W.TTP.2.g: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Establish and maintain a formal style and objective tone.
- 11-12.W.TTP.3.h: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Establish and maintain an appropriate style and tone.
- 11-12.SL.PKI.6: Speaking and Listening Presentation of Knowledge and Ideas Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- **CHANGING LANGUAGE CONVENTIONS**
  - 11-12.L.VAU.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

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- 11-12.L.CSE.1: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

- **SPELLING RULES**

  - 11-12.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Unit 25: Building an Essay

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

  - 11-12.W.PDW.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
  - 11-12.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

- **INTRODUCTIONS**

  - 11-12.W.TTP.2.a: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

- **CONCLUSIONS**

  - 11-12.W.TTP.1.d: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
  - 11-12.W.TTP.2.d: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and

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convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 26: Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - 11-12.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. 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.
  - 11-12.SL.CC.2: Speaking and Listening Comprehension and Collaboration Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
  - 11-12.SL.PKI.5: Speaking and Listening Presentation of Knowledge and Ideas Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
  - 11-12.W.TTP.2.e: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Use appropriate formatting, graphics, and multimedia to aid comprehension.
- **WRITING AND TECHNOLOGY**
  - 11-12.W.PDW.6: Writing Production and Distribution of Writing Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

Unit 27: Narrative Writing

- **SHORT NARRATIVES**
  - 11-12.W.TTP.3.a: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Engage and orient the

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reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.

- 11-12.W.TTP.3.b: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- 11-12.W.TTP.3.c: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Create a smooth progression of experiences or events.
- 11-12.W.TTP.3.d: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
- 11-12.W.TTP.3.f: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 11-12.W.TTP.3.g: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Use appropriate language and techniques, such as metaphor, simile, and analogy.
- 11-12.W.TTP.3.h: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Establish and maintain an appropriate style and tone.
- 11-12.W.TTP.3.e: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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- **NARRATIVE TECHNIQUES**
  - 11-12.W.TTP.3.d: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
  - 11-12.W.TTP.3.g: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Use appropriate language and techniques, such as metaphor, simile, and analogy.
  - 11-12.W.TTP.3.a: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, 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 point of view, and introducing a narrator/speaker and/or characters.
  - 11-12.W.TTP.3.b: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
  - 11-12.W.TTP.3.f: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Unit 28: Expository Writing 1

- **EXPOSITORY THESIS STATEMENTS**
  - 11-12.W.TTP.2.a: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**

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- 11-12.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. 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.
- 11-12.W.TTP.2.b: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

Unit 29: Expository Writing 2

- **TYPES OF EVIDENCE**
  - 11-12.W.TTP.1.a: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Introduce precise claim(s).
  - 11-12.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - 11-12.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
  - 11-12.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. 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.
- **EXPOSITORY ESSAYS**
  - 11-12.W.TTP.2.c: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,

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organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. 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.

- 11-12.W.TTP.2.d: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 11-12.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view or purpose shapes the content and style of a text. Determine an authors point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- 11-12.W.TTP.2.b: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

Unit 30: Argumentative Writing 1

- **CLAIMS AND COUNTERCLAIMS**
  - 11-12.RI.IKI.8: Reading Integration of Knowledge and Ideas Informational Text Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
  - 11-12.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - 11-12.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
  - 11-12.W.TTP.1.a: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write

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arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Introduce precise claim(s).

- 11-12.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

- **ARGUMENTATIVE CLAIMS**
  - 11-12.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
  - 11-12.W.TTP.1.a: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Introduce precise claim(s).
  - 11-12.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

Unit 31: Argumentative Writing 2

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - 11-12.W.TTP.1.a: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Introduce precise claim(s).
  - 11-12.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - 11-12.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning

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supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

- 11-12.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

- **ARGUMENTATIVE ESSAYS**
  - 11-12.W.TTP.1.a: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Introduce precise claim(s).
  - 11-12.W.TTP.1.b: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
  - 11-12.W.TTP.1.d: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
  - 11-12.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

Unit 32: Research

- **REFINING A RESEARCH QUESTION**
  - 11-12.W.RBPK.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. Conduct and write short as well as more sustained research projects to

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answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

- 11-12.W.RBPK.8: Writing Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- **GATHERING INFORMATION**
  - 11-12.W.RBPK.8: Writing Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **AVOIDING PLAGIARISM**
  - 11-12.W.RBPK.8: Writing Research to Build and Present Knowledge Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit 33: Revision Considerations 1

- **PREWRITING**
  - 11-12.W.TTP.2.b: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
  - 11-12.W.PDW.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
  - 11-12.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
- **UNITY AND FOCUS**

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- 11-12.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

- **WORDINESS AND REDUNDANCY**
  - 11-12.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

Unit 34: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - 11-12.W.TTP.2.b: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
  - 11-12.W.TTP.1.c: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
  - 11-12.W.PDW.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
  - 11-12.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

- **MAINTAINING A FORMAL STYLE**
  - 11-12.L.KL.3: 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 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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

- 11-12.W.TTP.1.f: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Establish and maintain a formal style and objective tone.
- 11-12.W.TTP.2.g: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Establish and maintain a formal style and objective tone.
- 11-12.W.TTP.2.f: Writing Text Types and Protocol Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 11-12.L.VAU.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 at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 11-12.W.TTP.3.h: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Establish and maintain an appropriate style and tone.
- 11-12.L.CSE.1: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
- 11-12.W.TTP.1.e: Writing Text Types and Protocol Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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Unit 35: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - 11-12.SL.CC.1: Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others ideas and expressing their own clearly and persuasively. Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.
- **ANALYZING AND DEVELOPING A SPEECH**
  - 11-12.SL.CC.3: Speaking and Listening Comprehension and Collaboration Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
  - 11-12.SL.PKI.4: Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

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