

Indiana Tutorials are designed specifically for the Indiana Academic Standards to prepare students for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) End-of-Course Assessments (ECAs).

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.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

### • FIGURATIVE LANGUAGE

- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 11-12.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative,

connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

- 11-12.RV.2.1: Reading: Vocabulary Vocabulary Building Use context to determine or clarify the meaning of words and phrases.
- 11-12.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- 11-12.RV.1: Reading: Vocabulary Learning Outcome Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 11-12.RV.2.3: Reading: Vocabulary Vocabulary Building Analyze nuances in the meaning of words with similar denotations.

#### • **SYMBOLISM AND ALLEGORY**

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11-12.RL.3.2: Reading: Literature Structural Elements and Organization Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.

#### • **SATIRE AND PARADOX**

- 11-12.RL.3.2: Reading: Literature Structural Elements and Organization Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.
- 11-12.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

## Unit 2: Elements of Literature 2

#### • **CHARACTERS AND CONFLICT**

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g.,

where a story is set, how the action is ordered, how the characters are introduced and developed).

- 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- **CHARACTER TYPES**

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- **FORESHADOWING AND SUSPENSE**

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

### Unit 3: Elements of Literature 3

- **PLOT**

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- **THEMES IN FICTION**

- 11-12.RL.2.1: Reading: Literature Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RL.2.2: Reading: Literature Key Ideas and Textual Support Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

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- **RESOLUTIONS**

- 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

#### Unit 4: Elements of Literature 4

- **SETTING**

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- **POINT OF VIEW I**

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- **POINT OF VIEW II**

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Unit 5: Reading Strategies 1

- **MAKING INFERENCES**

- 11-12.RL.2.1: Reading: Literature Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

- **DRAWING CONCLUSIONS**

- 11-12.RL.2.1: Reading: Literature Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and

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

- 11-12.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

## Unit 6: Reading Strategies 2

### • IMPLIED MAIN IDEA

- 11-12.RL.2.2: Reading: Literature Key Ideas and Textual Support Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- 11-12.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11-12.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.
- 11-12.RL.2.1: Reading: Literature Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.

### • DETERMINING AUTHOR'S PURPOSE

- 11-12.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
- 11-12.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to

both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

- 11-12.RL.2.1: Reading: Literature Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RN.2.1: Reading: Nonfiction Key Ideas and Textual Support Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.
- 11-12.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- 11-12.RN.3.2: Reading: Nonfiction Structural Elements and Organization Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 11-12.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - 11-12.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.
  - 11-12.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.

## Unit 7: Genres

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
  - 11-12.RL.4.2: Reading: Literature Synthesis and Connection of Ideas Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious

works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.

- 11-12.RL.2.2: Reading: Literature Key Ideas and Textual Support Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**

- 11-12.RL.4.2: Reading: Literature Synthesis and Connection of Ideas Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.
- 11-12.RL.2.2: Reading: Literature Key Ideas and Textual Support Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**

- 11-12.RL.4.2: Reading: Literature Synthesis and Connection of Ideas Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.
- 11-12.RL.2.2: Reading: Literature Key Ideas and Textual Support Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

## Unit 8: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**

- 11-12.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- 11-12.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.



- 11-12.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

- **HYPERBOLE AND UNDERSTATEMENT**

- 11-12.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- 11-12.RL.3.2: Reading: Literature Structural Elements and Organization Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.
- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- **IRONY AND SARCASM**

- 11-12.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- 11-12.RL.3.2: Reading: Literature Structural Elements and Organization Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.
- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

## Unit 9: Author's Voice and Method 2

- **OXYMORON AND PARADOX**

- 11-12.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).



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- **• TONE AND MOOD**

- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 11-12.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

- **• WORD CHOICE**

- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 11-12.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.

### Unit 10: Strategy 1

- **• EVALUATING EVIDENCE**

- 11-12.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 11-12.SL.3.1: Speaking and Listening Comprehension Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 11-12.SL.3.2: Speaking and Listening Comprehension Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- **• CENTRAL IDEAS**

- 11-12.RL.2.2: Reading: Literature Key Ideas and Textual Support Compare and contrast the development of similar themes or central ideas across two or more works of literature and

analyze how they emerge and are shaped and refined by specific details.

- 11-12.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
- 11-12.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

- **ANALYZING EFFECTIVE TEXT STRUCTURES**

- 11-12.RN.3.2: Reading: Nonfiction Structural Elements and Organization Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

- **TEXT STRUCTURES IN FICTION**

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

## Unit 11: Strategy 2

- **ANALYZING LANGUAGE**

- 11-12.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

- **RHETORICAL TECHNIQUES**

- 11-12.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and

counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

- 11-12.RN.4.3: Reading: Nonfiction Synthesis and Connection of Ideas Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
- 11-12.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- 11-12.ML.2.2: Media literacy Media Literacy Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.
- 11-12.RN.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

#### • LOGICAL FALLACIES

- 11-12.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 11-12.SL.3.1: Speaking and Listening Comprehension Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 11-12.SL.3.2: Speaking and Listening Comprehension Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 11-12.ML.2.2: Media literacy Media Literacy Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.

#### • FACT VERSUS OPINION

- 11-12.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the

reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- 11-12.SL.3.1: Speaking and Listening Comprehension Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 11-12.SL.3.2: Speaking and Listening Comprehension Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## Unit 12: Text Connections 1

### • ANALYZING INTERPRETATIONS OF FICTION

- 11-12.RL.4.1: Reading: Literature Synthesis and Connection of Ideas Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.
- 11-12.RL.1: Reading: Literature Learning Outcome Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

### • ANALYZING INTERPRETATIONS OF NONFICTION

- 11-12.RN.1: Reading: Nonfiction Learning Outcome Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
- 11-12.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
- 11-12.RN.4.2: Reading: Nonfiction Synthesis and Connection of Ideas Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

### • PRINT AND NONPRINT TEXTS

- 11-12.ML.2.1: Media literacy Media Literacy Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.

### • EVALUATING THE MEDIA

- 11-12.ML.1: Media literacy Learning Outcome Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

- 11-12.ML.2.1: Media literacy Media Literacy Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.
- 11-12.ML.2.2: Media literacy Media Literacy Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.

### Unit 13: Text Connections 2

#### • FOUNDATIONAL U.S. DOCUMENTS

- 11-12.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 11-12.RN.4.3: Reading: Nonfiction Synthesis and Connection of Ideas Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

#### • CONSTITUTIONAL PRINCIPLES

- 11-12.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### • TRANSFORMING LITERATURE

- 11-12.RL.4.1: Reading: Literature Synthesis and Connection of Ideas Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.
- 11-12.RL.4.2: Reading: Literature Synthesis and Connection of Ideas Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.

### Unit 14: Text Organizations 1

#### • CAUSE AND EFFECT

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11-12.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

#### • COMPARE AND CONTRAST

- 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 11-12.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.
- 11-12.RL.2.2: Reading: Literature Key Ideas and Textual Support Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- 11-12.RL.4.2: Reading: Literature Synthesis and Connection of Ideas Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.
- 11-12.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
- **VISUAL AIDS**
  - 11-12.RN.4.2: Reading: Nonfiction Synthesis and Connection of Ideas Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
  - 11-12.SL.4.2: Speaking and Listening Presentation of Knowledge and Ideas Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.

## Unit 15: Text Organizations 2

- **CHRONOLOGY AND SEQUENCING**
  - 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
  - 11-12.RN.2.3: Reading: Nonfiction Key Ideas and Textual Support Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

- 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- **FLASHBACK AND FRAMING**
  - 11-12.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - 11-12.RL.3.1: Reading: Literature Structural Elements and Organization Analyze and evaluate how an authors choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

## Unit 16: Sentence Structure

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**
  - 11-12.W.6.1d: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Phrases and Clauses Students are expected to build upon and continue applying conventions learned previously.
- **APPOSITIVE AND ABSOLUTE PHRASES**
  - 11-12.W.6.1d: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Phrases and Clauses Students are expected to build upon and continue applying conventions learned previously.
- **PARALLELISM AND VERB TENSE**
  - 11-12.W.6.1e: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Usage Students are expected to build upon and continue applying conventions learned previously.
- **VERB MOOD**
  - 11-12.W.6.1b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Verbs Students are expected to build upon and continue applying conventions learned previously.



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**Unit 17: Sentence Style****• PRONOUN-ANTECEDENT AGREEMENT**

- 11-12.W.6.1a: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Pronouns Students are expected to build upon and continue applying conventions learned previously.

**• PRONOUN CASE**

- 11-12.W.6.1a: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Pronouns Students are expected to build upon and continue applying conventions learned previously.

**• PRONOUN SHIFTS AND AMBIGUITY**

- 11-12.W.6.1a: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Pronouns Students are expected to build upon and continue applying conventions learned previously.

**Unit 18: Punctuation****• COLONS AND SEMICOLONS**

- 11-12.W.6.2b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Punctuation Students are expected to build upon and continue applying conventions learned previously.

**• COMMAS WITH PHRASES AND CLAUSES**

- 11-12.W.6.2b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Punctuation Students are expected to build upon and continue applying conventions learned previously.

**• END MARKS**

- 11-12.W.6.2b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Punctuation Students are expected to build upon and continue applying conventions learned previously.

**• NOUNS AND CAPITALIZATION**

- 11-12.W.6.2a: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization Students are expected to build upon and continue applying conventions learned previously.

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**Unit 19: Contextual Clues****• USING CONTEXTUAL CLUES**

- 11-12.RV.1: Reading: Vocabulary Learning Outcome Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 11-12.RV.2.1: Reading: Vocabulary Vocabulary Building Use context to determine or clarify the meaning of words and phrases.
- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 11-12.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of 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.RV.3.3: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- 11-12.RV.2.1: Reading: Vocabulary Vocabulary Building Use context to determine or clarify the meaning of words and phrases.
- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 11-12.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

**• WORD PATTERNS**

- 11-12.RV.2.4: Reading: Vocabulary Vocabulary Building Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

**• CONNOTATION AND DENOTATION**

- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and

connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- 11-12.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RV.2.3: Reading: Vocabulary Vocabulary Building Analyze nuances in the meaning of words with similar denotations.
- 11-12.RV.2.1: Reading: Vocabulary Vocabulary Building Use context to determine or clarify the meaning of words and phrases.

## Unit 20: Usage

### • FORMAL AND INFORMAL LANGUAGE

- 11-12.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 11-12.W.3.1d: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.
- 11-12.W.3.2e: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Establish and maintain a style appropriate to the purpose and audience.
- 11-12.RV.3.2: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

### • USING THE DICTIONARY AND THESAURUS

- 11-12.RV.2.5: Reading: Vocabulary Vocabulary Building Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
- 11-12.RV.2.3: Reading: Vocabulary Vocabulary Building Analyze nuances in the meaning of words with similar denotations.

### • CHANGING LANGUAGE CONVENTIONS

- 11-12.SL.1: Speaking and Listening Learning Outcome Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

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- **SPELLING RULES**

- 11-12.W.6.2c: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Spelling Students are expected to build upon and continue applying conventions learned previously.

### Unit 21: Building an Essay 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- 11-12.W.3.1d: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.
- 11-12.W.3.2e: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Establish and maintain a style appropriate to the purpose and audience.
- 11-12.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- **INTRODUCTIONS**

- 11-12.W.3.2a: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **CONCLUSIONS**

- 11-12.W.3.1e: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Provide a concluding statement or section that follows from and supports the argument presented.
- 11-12.W.3.2f: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### Unit 22: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- 11-12.W.3.2a: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- 11-12.W.3.2b: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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.3.1: Speaking and Listening Comprehension Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 11-12.SL.4.2: Speaking and Listening Presentation of Knowledge and Ideas Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
- **WRITING AND TECHNOLOGY**
  - 11-12.W.4b: Writing The Writing Process Apply the writing process to Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **SHORT NARRATIVES**
  - 11-12.W.3.3a: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
  - 11-12.W.3.3b: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Create a smooth progression of experiences or events.
  - 11-12.W.3.3c: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - 11-12.W.3.3d: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - 11-12.W.3.3e: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that 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.3.3f: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Provide an ending 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.3.3c: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 11-12.W.3.3a: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
- 11-12.W.3.3b: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Create a smooth progression of experiences or events.
- 11-12.W.3.3d: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- 11-12.W.3.3e: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### Unit 23: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**

- 11-12.W.3.2a: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- 11-12.W.3.2b: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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.3.2a: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 11-12.W.3.2b: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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.3.2c: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- **EXPOSITORY ESSAYS**

- 11-12.W.3.2a: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 11-12.W.3.2b: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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.3.2c: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 11-12.W.3.2f: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## Unit 24: Argumentative Writing 1

- **TYPES OF EVIDENCE**

- 11-12.W.3.2b: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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.3.1a: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- 11-12.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations



of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

- 11-12.W.3.2b: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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.

- **CLAIMS AND COUNTERCLAIMS**

- 11-12.W.3.1a: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- 11-12.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
- 11-12.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
- 11-12.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

## Unit 25: Argumentative Writing 2

- **ARGUMENTATIVE CLAIMS**

- 11-12.W.3.1a: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- 11-12.W.3.1a: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and

create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- 11-12.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
- 11-12.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
- 11-12.W.3.1c: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- 11-12.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
- **ARGUMENTATIVE ESSAYS**
  - 11-12.W.3.1a: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - 11-12.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
  - 11-12.W.3.1e: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Provide a concluding statement or section that follows from and supports the argument presented.
  - 11-12.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

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**Unit 26: Research****• REFINING A RESEARCH QUESTION**

- 11-12.W.5a: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Formulate an inquiry question, and refine and narrow the focus as research evolves.
- 11-12.W.5d: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Synthesize and integrate information into the text selectively to maintain the flow of ideas.

**• GATHERING INFORMATION**

- 11-12.W.5b: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
- 11-12.W.5c: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- 11-12.W.5d: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Synthesize and integrate information into the text selectively to maintain the flow of ideas.
- 11-12.W.5e: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

**• AVOIDING PLAGIARISM**

- 11-12.W.5b: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
- 11-12.W.5d: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Synthesize and integrate information into the text selectively to maintain the flow of ideas.

- 11-12.W.5e: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

- **SYNTHESIZING IDEAS**

- 11-12.RN.4.2: Reading: Nonfiction Synthesis and Connection of Ideas Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- 11-12.W.3.1a: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- 11-12.W.5d: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. Synthesize and integrate information into the text selectively to maintain the flow of ideas.

### Unit 27: Revision Considerations 1

- **PREWRITING**

- 11-12.W.3.1d: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.
- 11-12.W.3.2e: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Establish and maintain a style appropriate to the purpose and audience.
- 11-12.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
- 11-12.W.3.2a: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **UNITY AND FOCUS**

- 11-12.W.3.2a: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create

a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- 11-12.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- **WORDINESS AND REDUNDANCY**

- 11-12.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

## Unit 28: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**

- 11-12.W.3.1c: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- 11-12.W.3.2c: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 11-12.W.4a: Writing The Writing Process Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- **MAINTAINING A FORMAL STYLE**

- 11-12.W.3.1d: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.
- 11-12.W.3.2e: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Establish and maintain a style appropriate to the purpose and audience.
- 11-12.RV.1: Reading: Vocabulary Learning Outcome Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 11-12.W.3.2d: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Choose language, content-specific

vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

## Unit 29: Speaking and Listening

### • DISCUSSION GUIDELINES

- 11-12.SL.1: Speaking and Listening Learning Outcome Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 11-12.SL.2.1: Speaking and Listening Discussion and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others ideas and expressing personal ideas clearly and persuasively.
- 11-12.SL.2.2: Speaking and Listening Discussion and Collaboration Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.
- 11-12.SL.2.3: Speaking and Listening Discussion and Collaboration Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.4: Speaking and Listening Discussion and Collaboration Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12.SL.2.5: Speaking and Listening Discussion and Collaboration Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

### • ANALYZING AND DEVELOPING A SPEECH

- 11-12.SL.3.2: Speaking and Listening Comprehension Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 11-12.SL.4.1: Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.