North Carolina Tutorials are designed specifically for the Common Core State Standards for English language arts, the North Carolina Standard Course of Study for Math, and the North Carolina Essential Standards, to prepare students for the READY End-of-Course 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**
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- **FIGURATIVE LANGUAGE**
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.

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- RI.11-12.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- L.11-12.5.a: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.

- **SYMBOLISM AND ALLEGORY**
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - RL.11-12.6: Reading Literature Assess how point of view, perspective, or purpose shapes the content and style of a text. Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.

Unit 2: Elements of Literature 2

- **FORESHADOWING AND SUSPENSE**
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
- **PLOT**
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.
- **THEME**
  - RL.11-12.1: Reading Literature Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - RL.11-12.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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Unit 3: Elements of Literature 3

- **RESOLUTIONS**
  - RL.11-12.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.
- **SETTING**
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.

Unit 4: Characters and Conflict

- **CHARACTER TYPES**
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.
- **CONFLICT**
  - RL.11-12.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.

Unit 5: Point of View

- **POINT OF VIEW I**
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
- **POINT OF VIEW II**
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.

Unit 6: Reading Strategies 1

- **MAKING INFERENCES**
  - RL.11-12.1: Reading Literature Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support

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conclusions drawn from the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- RI.11-12.1: Reading Informational Text Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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

Unit 7: Reading Strategies 2

- **DETERMINING AUTHOR'S PURPOSE**
  - RI.11-12.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.
  - RI.11-12.2: Reading Informational Text Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
  - RI.11-12.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text in which the

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rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.

- RI.11-12.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - RL.11-12.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
  - RI.11-12.2: Reading Informational Text Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
  - RI.11-12.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Unit 8: Implied and Central Ideas

- **IMPLIED MAIN IDEA**
  - RL.11-12.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
  - RI.11-12.2: Reading Informational Text Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - RI.11-12.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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- RL.11-12.1: Reading Literature Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.1: Reading Informational Text Read closely to determine what the 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- **CENTRAL IDEAS**
  - RL.11-12.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
  - RI.11-12.2: Reading Informational Text Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
  - RI.11-12.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RI.11-12.5: Reading Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the 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 exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Unit 9: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - RI.11-12.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.
  - RI.11-12.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

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- RI.11-12.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.

- **HYPERBOLE AND UNDERSTATEMENT**
  - L.11-12.5.a: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.
- **IRONY AND SARCASM**
  - L.11-12.5.a: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
  - RL.11-12.6: Reading Literature Assess how point of view, perspective, or purpose shapes the content and style of a text. Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.

Unit 10: Author's Voice and Method 2

- **OXYMORON AND PARADOX**
  - L.11-12.5.a: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- **TONE AND MOOD**
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
  - RI.11-12.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and

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phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

- **WORD CHOICE**
  - L.11-12.5.b: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
  - RI.11-12.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - L.11-12.5.a: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.

Unit 11: Analyzing Language

- **ANALYZING LANGUAGE**
  - RI.11-12.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **RHETORICAL TECHNIQUES**
  - RI.11-12.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.
  - RI.11-12.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - RI.11-12.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.

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- RI.11-12.9: Reading Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.
- RI.11-12.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.

- **CHANGING LANGUAGE CONVENTIONS**
  - L.11-12.3.a: 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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
  - L.11-12.1.i: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

Unit 12: Fiction and Nonfiction

- **ANALYZING INTERPRETATIONS OF FICTION**
  - RL.11-12.7: Reading Literature Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
  - RL.11-12.9: Reading Literature Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take.
  - RL.11-12.10a: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

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- RL.11-12.10b: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RI.11-12.7: Reading Informational Text Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
  - RI.11-12.10a: Reading Informational Text Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
  - RI.11-12.10b: Reading Informational Text Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Unit 13: Text Connections

- **PRINT AND NONPRINT TEXTS**
  - RI.11-12.7: Reading Informational Text Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
- **FOUNDATIONAL U.S. DOCUMENTS**
  - RI.11-12.9: Reading Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.
  - RI.11-12.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.
- **CONSTITUTIONAL PRINCIPLES**
  - RI.11-12.8: Reading 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.

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Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.

Unit 14: Text Structure

- **ANALYZING EFFECTIVE TEXT STRUCTURES**
  - RI.11-12.5: Reading Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the 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 exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **CAUSE AND EFFECT**
  - RI.11-12.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
- **COMPARE AND CONTRAST**
  - RL.11-12.10a: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
  - RL.11-12.10b: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
  - RI.11-12.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RI.11-12.10a: Reading Informational Text Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
  - RI.11-12.10b: Reading Informational Text Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

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- RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.

Unit 15: Text Organization

- **CHRONOLOGY AND SEQUENCING**
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - RI.11-12.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **FLASHBACK AND FRAMING**
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - RL.11-12.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an authors choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.

Unit 16: Punctuation 1

- **COLONS AND SEMICOLONS**
  - L.11-12.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
- **COMMAS WITH PHRASES AND CLAUSES**
  - L.11-12.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

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Unit 17: Punctuation 2

- **END MARKS**
  - L.11-12.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
- **DASHES AND HYPHENS**
  - L.11-12.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

Unit 18: Context Clues 1

- **USING CONTEXTUAL CLUES**
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
  - RI.11-12.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - L.11-12.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
  - L.11-12.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

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- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - L.11-12.5.a: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
  - RI.11-12.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - L.11-12.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

Unit 19: Context Clues 2

- **WORD PATTERNS**
  - L.11-12.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- **CONNOTATION AND DENOTATION**
  - RI.11-12.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - L.11-12.5.b: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.

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- RI.11-12.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- L.11-12.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

Unit 20: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - RL.11-12.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
  - RI.11-12.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - W.11-12.1.e: Writing 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 and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - W.11-12.2.f: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - L.11-12.1.i: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
- **USING THE DICTIONARY AND THESAURUS**
  - L.11-12.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and

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consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

- L.11-12.5.b: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6: Language Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 21: Building an Essay 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - W.11-12.1.g: Writing 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 and relevant and sufficient evidence. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.11-12.2.h: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.11-12.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **INTRODUCTIONS**
  - W.11-12.2.b: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new

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element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

- **CONCLUSIONS**
  - W.11-12.1.f: Writing 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 and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
  - W.11-12.2.g: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 22: Building an Essay 2

- **TRANSITIONAL ELEMENTS**
  - W.11-12.1.d: Writing 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 and relevant and sufficient evidence. Use words, phrases, and clauses 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.
  - W.11-12.2.d: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - W.11-12.1.g: Writing 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 and relevant and sufficient evidence. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.11-12.2.h: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **MAINTAINING A FORMAL STYLE**

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- W.11-12.1.e: Writing 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 and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2.f: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- L.11-12.6: Language Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.11-12.1.i: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
- W.11-12.2.e: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Unit 23: Integrating Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- W.11-12.2.b: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

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- W.11-12.2.c: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by 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.
- SL.11-12.2: Speaking and Listening Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.5: Speaking and Listening 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 in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- **WRITING AND TECHNOLOGY**
  - W.11-12.4: Writing Use digital tools and resources to produce and publish writing and to interact and collaborate with others. Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **VISUAL AIDS**

Unit 24: Evidence and Claims

- **TYPES OF EVIDENCE**
  - W.11-12.1.b: Writing 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 and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - W.11-12.2.c: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
  - W.11-12.1.c: Writing 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 and relevant and sufficient evidence. 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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- **CLAIMS AND COUNTERCLAIMS**
  - W.11-12.1.b: Writing 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 and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - W.11-12.1.c: Writing 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 and relevant and sufficient evidence. 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.
  - W.11-12.1.c: Writing 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 and relevant and sufficient evidence. 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.
  - W.11-12.1.c: Writing 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 and relevant and sufficient evidence. 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 CLAIMS**
  - W.11-12.1.a: Writing 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 and relevant and sufficient evidence. Organize information and ideas around a topic to plan and prepare to write.
  - W.11-12.1.b: Writing 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 and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - W.11-12.1.d: Writing 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 and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create

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cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Unit 25: Argumentative Writing

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - W.11-12.1.b: Writing 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 and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - W.11-12.1.c: Writing 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 and relevant and sufficient evidence. 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.
  - W.11-12.1.c: Writing 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 and relevant and sufficient evidence. 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.
  - W.11-12.1.d: Writing 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 and relevant and sufficient evidence. Use words, phrases, and clauses 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.
- **ARGUMENTATIVE ESSAYS**
  - W.11-12.1.b: Writing 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 and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - W.11-12.1.c: Writing 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 and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for

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each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

- W.11-12.1.f: Writing 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 and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.

Unit 26: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - W.11-12.2.a: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Organize information and ideas around a topic to plan and prepare to write.
  - W.11-12.2.b: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - W.11-12.2.c: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
  - W.11-12.2.b: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
  - W.11-12.2.d: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of

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content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- **EXPOSITORY ESSAYS**
  - W.11-12.2.c: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
  - W.11-12.2.g: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - W.11-12.2.b: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
  - W.11-12.2.d: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Unit 27: Narrative Writing

- **SHORT NARRATIVES**
  - W.11-12.3.a: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Organize information and ideas around a topic to plan and prepare to write.
  - W.11-12.3.b: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or

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observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- W.11-12.3.c: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3.d: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- W.11-12.3.e: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, 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.
- W.11-12.3.f: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, 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.

- **NARRATIVE TECHNIQUES**
  - W.11-12.3.b: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.11-12.3.c: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.11-12.3.d: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

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- W.11-12.3.e: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, 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: Research

- **REFINING A RESEARCH QUESTION**
  - W.11-12.5: Writing Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - W.11-12.6: Writing Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **GATHERING INFORMATION**
  - W.11-12.6: Writing Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **AVOIDING PLAGIARISM**
  - W.11-12.6: Writing Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit 29: Revision Considerations

- **PREWRITING**
  - W.11-12.1.g: Writing 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 and relevant and sufficient evidence. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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- W.11-12.2.a: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Organize information and ideas around a topic to plan and prepare to write.
- W.11-12.2.b: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
- W.11-12.2.h: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.1.a: Writing 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 and relevant and sufficient evidence. Organize information and ideas around a topic to plan and prepare to write.

- **UNITY AND FOCUS**
  - W.11-12.2.b: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
  - W.11-12.2.h: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of

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content. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- W.11-12.1.g: Writing 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 and relevant and sufficient evidence. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **WORDINESS AND REDUNDANCY**
  - W.11-12.1.g: Writing 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 and relevant and sufficient evidence. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.11-12.2.h: Writing 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 examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.11-12.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 30: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - SL.11-12.1.a: Speaking and Listening Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that

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preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- SL.11-12.1.b: Speaking and Listening Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1.c: Speaking and Listening Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1.d: Speaking and Listening Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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