Massachusetts Tutorials are designed specifically for the Learning Standards found in the Massachusetts Curriculum Frameworks to prepare students for the MCAS tests.

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 Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
- **FIGURATIVE LANGUAGE**
  - RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
  - RI.11-12.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical

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meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

- L.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

Unit 2: Elements of Literature 2

- **SYMBOLISM AND ALLEGORY**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RL.11-12.6: Reading Reading Literature Craft and Structure Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission).
- **SATIRE AND PARADOX**
  - RL.11-12.6: Reading Reading Literature Craft and Structure Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission).
  - L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
- **FORESHADOWING AND SUSPENSE**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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Unit 3: Characters

- **CHARACTERS AND CONFLICT**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RL.11-12.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.
- **CHARACTER TYPES**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Unit 4: Plot and Theme

- **PLOT**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RL.11-12.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.
- **THEMES IN FICTION**
  - RL.11-12.2: Reading Reading Literature Key Ideas and Details Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.
  - RL.11-12.1: Reading Reading Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RESOLUTIONS**
  - RL.11-12.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.

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Unit 5: Setting and Point of View

- **SETTING**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **POINT OF VIEW I**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **POINT OF VIEW II**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Unit 6: Reading Strategies 1

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

Unit 7: Reading Strategies 2

- **IMPLIED MAIN IDEA**

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- RL.11-12.2: Reading Reading Literature Key Ideas and Details Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.
- RI.11-12.2: Reading Reading Informational Text Key Ideas and Details 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 a text.
- RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RI.11-12.3: Reading Reading Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RL.11-12.1: Reading Reading Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.1: Reading Reading Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- **DETERMINING AUTHOR'S PURPOSE**
  - RI.11-12.2: Reading Reading Informational Text Key Ideas and Details 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 a text.
  - RI.11-12.6: Reading Reading Informational Text Craft and Structure 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, persuasiveness, or beauty of the text.
  - RI.11-12.1: Reading Reading Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - RI.11-12.3: Reading Reading Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RI.11-12.5: Reading Reading Informational Text Craft and Structure Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.
  - RI.11-12.6: Reading Reading Informational Text Craft and Structure 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, persuasiveness, or beauty of the text.

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

Unit 8: Genres

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
  - RL.11-12.9: Reading Reading Literature Integration of Knowledge and Ideas Demonstrate knowledge of eighteenth, nineteenth and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
  - W.11-12.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 1112 standards for Reading Literature or Reading Informational Text as needed.
- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
  - RL.11-12.9: Reading Reading Literature Integration of Knowledge and Ideas Demonstrate knowledge of eighteenth, nineteenth and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
  - W.11-12.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 1112 standards for Reading Literature or Reading Informational Text as needed.
- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - RL.11-12.9: Reading Reading Literature Integration of Knowledge and Ideas Demonstrate knowledge of eighteenth, nineteenth and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
  - W.11-12.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 1112 standards for Reading Literature or Reading Informational Text as needed.

Unit 9: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - RI.11-12.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content

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contribute to the power, persuasiveness, or beauty of the text.

- RI.11-12.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.6: Reading Reading Informational Text Craft and Structure 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, persuasiveness, or beauty of the text.

- **HYPERBOLE AND UNDERSTATEMENT**
  - L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
  - RL.11-12.6: Reading Reading Literature Craft and Structure Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission).
- **IRONY AND SARCASM**
  - L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
  - RL.11-12.6: Reading Reading Literature Craft and Structure Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission).

Unit 10: Author's Voice and Method 2

- **OXYMORON AND PARADOX**
  - RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
  - L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g.,

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hyperbole, paradox) in context and analyze their role in the text.

- **TONE AND MOOD**
  - RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
  - RI.11-12.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- **WORD CHOICE**
  - RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
  - RI.11-12.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
  - L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Unit 11: Literary Analysis

- **LITERARY ANALYSIS PARAGRAPHS**
  - W.11-12.2.d: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **LITERARY ANALYSIS ESSAYS**
  - W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and

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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.

Unit 12: Strategy 1

- **CENTRAL IDEAS**
  - RI.11-12.2: Reading Reading Informational Text Key Ideas and Details 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 a text.
  - RL.11-12.2: Reading Reading Literature Key Ideas and Details Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.
  - RI.11-12.3: Reading Reading Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **ANALYZING EFFECTIVE TEXT STRUCTURES**
  - RI.11-12.5: Reading Reading Informational Text Craft and Structure Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.
- **TEXT STRUCTURES IN FICTION**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RL.11-12.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RL.11-12.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

Unit 13: Strategy 2

- **ANALYZING LANGUAGE**
  - RI.11-12.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- **RHETORICAL TECHNIQUES**
  - RI.11-12.6: Reading Reading Informational Text Craft and Structure 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, persuasiveness, or beauty of the text.
  - RI.11-12.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
  - RI.11-12.6: Reading Reading Informational Text Craft and Structure 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, persuasiveness, or beauty of the text.
  - RI.11-12.9: Reading Reading Informational Text Integration of Knowledge and Ideas Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.
  - RI.11-12.6: Reading Reading Informational Text Craft and Structure 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, persuasiveness, or beauty of the text.

Unit 14: Text Connections

- **ANALYZING INTERPRETATIONS OF FICTION**
  - RL.11-12.7: Reading Reading Literature Integration of Knowledge and Ideas Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.
  - RL.11-12.10: Reading Reading Literature Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
- **ANALYZING INTERPRETATIONS OF NONFICTION**

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- RI.11-12.7: Reading Reading Informational Text Integration of Knowledge and Ideas Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
- RI.11-12.10: Reading Reading Informational Text Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

- **PRINT AND NONPRINT TEXTS**
  - RI.11-12.7: Reading Reading Informational Text Integration of Knowledge and Ideas Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

Unit 15: Historical Documents

- **FOUNDATIONAL U.S. DOCUMENTS**
  - RI.11-12.9: Reading Reading Informational Text Integration of Knowledge and Ideas Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.
  - RI.11-12.6: Reading Reading Informational Text Craft and Structure 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, persuasiveness, or beauty of the text.
- **CONSTITUTIONAL PRINCIPLES**
  - RI.11-12.8: Reading Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
  - W.11-12.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 1112 standards for Reading Literature or Reading Informational Text as needed.

Unit 16: Text Organization 1

- **CAUSE AND EFFECT**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RI.11-12.3: Reading Reading Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story

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

- **COMPARE AND CONTRAST**
  - RI.11-12.3: Reading Reading Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **VISUAL AIDS**
  - RI.11-12.7: Reading Reading Informational Text Integration of Knowledge and Ideas Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

Unit 17: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RI.11-12.3: Reading Reading Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **FLASHBACK AND FRAMING**
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RL.11-12.3: Reading Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RL.11-12.5: Reading Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.

Unit 18: Sentence Structure

- **SENTENCE STRUCTURE**
  - W.11-12.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 1112).

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- L.11-12.3.a: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

- **PARALLELISM AND VERB TENSE**
  - W.11-12.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 1112).
  - L.11-12.3.a: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **SUBJECT-VERB AGREEMENT**
  - W.11-12.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 1112).
  - L.11-12.3.a: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Unit 19: Punctuation 1

- **COLONS AND SEMICOLONS**
  - L.11-12.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.
- **COMMAS WITH PHRASES AND CLAUSES**
  - L.11-12.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.
  - W.11-12.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 1112).

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Unit 20: Punctuation 2

- **END MARKS**
  - L.11-12.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.
- **DASHES AND HYPHENS**
  - L.11-12.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.

Unit 21: Contextual Clues 1

- **USING CONTEXTUAL CLUES**
  - RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
  - RI.11-12.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
  - L.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - L.11-12.4.a: Language Vocabulary Acquisition and Use Determine 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. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g.,

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hyperbole, paradox) in context and analyze their role in the text.

- RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
- RI.11-12.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- L.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

Unit 22: Contextual Clues 2

- **WORD PATTERNS**
  - W.11-12.5.b: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 46 up to and including grades 1112).
  - L.11-12.4.b: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- **CONNOTATION AND DENOTATION**
  - RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
  - RI.11-12.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
  - L.11-12.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
  - L.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing

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

Unit 23: Usage 1

- **FORMAL AND INFORMAL LANGUAGE**
  - RL.11-12.4: Reading Reading Literature Craft and Structure Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives).
  - RI.11-12.4: Reading Reading Informational Text Craft and Structure Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
  - W.11-12.1.d: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - W.11-12.5.b: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 46 up to and including grades 1112).
  - SL.11-12.6: Speaking and Listening Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- **CHANGING LANGUAGE CONVENTIONS**
  - L.11-12.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Word Usage Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - L.11-12.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Word Usage Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.
  - L.11-12.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Word Usage Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

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Unit 24: Usage 2

- **SPELLING RULES**
  - L.11-12.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
- **USING THE DICTIONARY AND THESAURUS**
  - L.11-12.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  - L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - L.11-12.3.a: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
  - L.11-12.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  - L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - L.11-12.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
  - L.11-12.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.
  - L.11-12.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g.,

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dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

- L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Unit 25: Building an Essay

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - W.11-12.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.11-12.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 1112).
- **INTRODUCTIONS**
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **CONCLUSIONS**
  - W.11-12.1.e: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.f: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 (e.g., articulating implications or the significance of the topic).

Unit 26: Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.

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- SL.11-12.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- SL.11-12.5: Speaking and Listening Presentation of Knowledge and Ideas Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

Unit 27: Narrative Writing

- **SHORT NARRATIVES**
  - W.11-12.3.a: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured 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 an appropriate progression of experiences or events.
  - W.11-12.3.b: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.11-12.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).
  - W.11-12.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - W.11-12.3.e: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Provide a conclusion

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that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **NARRATIVE TECHNIQUES**
  - W.11-12.3.a: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured 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 an appropriate progression of experiences or events.
  - W.11-12.3.b: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - W.11-12.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).
  - W.11-12.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Unit 28: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- W.11-12.2.c: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- **EXPOSITORY ESSAYS**

  - W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.f: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 (e.g., articulating implications or the significance of the topic).
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - W.11-12.2.c: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 29: Argumentative Writing 1

- **TYPES OF EVIDENCE**

  - W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid

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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.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.

- **CLAIMS AND COUNTERCLAIMS**
  - W.11-12.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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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- **ARGUMENTATIVE CLAIMS**
  - W.11-12.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - W.11-12.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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 Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.11-12.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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 ESSAYS**
  - W.11-12.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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

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

- W.11-12.1.e: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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 31: Research

- **REFINING A RESEARCH QUESTION**
  - W.11-12.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - W.11-12.8: Writing Research to Build and Present Knowledge When conducting research, 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.11-12.8: Writing Research to Build and Present Knowledge When conducting research, 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.11-12.8: Writing Research to Build and Present Knowledge When conducting research, 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 32: Revision Considerations 1

- **PREWRITING**
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - W.11-12.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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- W.11-12.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 1112).

- **UNITY AND FOCUS**
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - W.11-12.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grades 1112).
  - L.11-12.3.b: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Revise and edit to make work more concise and cohesive.

- **WORDINESS AND REDUNDANCY**
  - W.11-12.5.b: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 46 up to and including grades 1112).
  - L.11-12.3.b: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Revise and edit to make work more concise and cohesive.
  - W.11-12.5.b: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 46 up to and including grades 1112).

Unit 33: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - W.11-12.1.c: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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

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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.c: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L.11-12.3.b: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Revise and edit to make work more concise and cohesive.

- **MAINTAINING A FORMAL STYLE**
  - W.11-12.1.d: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - W.11-12.5.b: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 46 up to and including grades 1112).
  - L.11-12.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Word Usage Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - L.11-12.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.
  - W.11-12.2.d: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 34: Speaking and Listening

- **DISCUSSION GUIDELINES**

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- SL.11-12.1.a: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 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 preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1.b: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 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 Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 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 Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 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 Comprehension and Collaboration 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 Presentation of Knowledge and Ideas Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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