Pennsylvania Tutorials are designed specifically for the Pennsylvania Core Standards and the Pennsylvania Academic Standards to prepare students for the Keystone Exams and the Pennsylvania System of School Assessment (PSSA).

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

- **SYMBOLISM AND ALLEGORY**
  - CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
- **THEMES IN FICTION**
  - CC.1.3.11-12.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

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- **CHARACTERS AND CONFLICT**
  - CC.1.3.11-12.E: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- **CHARACTER TYPES**
  - CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.

Unit 2: Elements of Literature 2

- **PLOT**
  - CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - CC.1.3.11-12.E: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- **POINT OF VIEW**
  - CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - CC.1.3.11-12.D: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Evaluate how an authors point of view or purpose shapes the content and style of a text.
- **POINT OF VIEW II**
  - CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.

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- CC.1.3.11-12.D: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Evaluate how an authors point of view or purpose shapes the content and style of a text.

Unit 3: Reading Strategies 1

- **MAKING INFERENCES**
  - CC.1.2.11-12.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
  - CC.1.3.11-12.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
  - CC.1.2.11-12.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
  - CC.1.3.11-12.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
  - CC.1.2.11-12.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
  - CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.3.11-12.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support

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analysis of what the text says explicitly as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.

- **DRAWING CONCLUSIONS**
  - CC.1.2.11-12.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
  - CC.1.3.11-12.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
  - CC.1.2.11-12.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
  - CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.3.11-12.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
  - CC.1.2.11-12.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
  - CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.3.11-12.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual

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evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.

- **SYNTHESIZING IDEAS**
  - CC.1.4.11-12.H.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
  - CC.1.4.11-12.W: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Credibility, Reliability, and Validity of Sources 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 over reliance on any one source and following a standard format for citation.
  - CC.1.2.11-12.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
  - CC.1.4.11-12.V: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Conducting Research 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.

Unit 4: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
  - CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.3.11-12.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme Determine and analyze the relationship between two or more

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themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

- CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
- CC.1.2.11-12.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
- CC.1.3.11-12.B: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.

- **DETERMINING AUTHOR'S PURPOSE**
  - CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
  - CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and

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development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

- CC.1.2.11-12.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
- CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- CC.1.2.11-12.B: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an authors implicit and explicit assumptions and beliefs.
- CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.2.11-12.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Evaluate how an authors point of view or purpose shapes the content and style of a text.
- CC.1.2.11-12.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure 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.

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
  - CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the

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relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

- CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.3.11-12.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

Unit 5: Genres 1

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
  - CC.1.3.11-12.H: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
  - CC.1.3.11-12.H: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

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- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - CC.1.3.11-12.H: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

Unit 6: Genres 2

- **AMERICAN DRAMA**
  - CC.1.3.11-12.G: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Sources of Information Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
  - CC.1.3.11-12.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- **DRAMATIC CONVENTIONS**
  - CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
- **POETIC STYLES**
  - CC.1.3.11-12.E: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
  - CC.1.3.11-12.G: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Sources of Information Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Unit 7: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - CC.1.2.11-12.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Evaluate how an authors point of view or purpose shapes the content and style of a text.

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- CC.1.2.11-12.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Evaluate how an authors point of view or purpose shapes the content and style of a text.
- CC.1.2.11-12.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11-12.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Evaluate how an authors point of view or purpose shapes the content and style of a text.
- CC.1.2.11-12.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.

- **ANALYZING AUTHOR'S PERSPECTIVE**
  - CC.1.2.11-12.D: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Point of View Evaluate how an authors point of view or purpose shapes the content and style of a text.
- **RHYTHM AND METER**
  - CC.1.3.11-12.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
- **RHYME SCHEME**
  - CC.1.3.11-12.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.

Unit 8: Author's Voice and Method 2

- **IRONY AND SARCASM**
  - CC.1.3.11-12.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
- **TONE AND MOOD**

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- CC.1.2.11-12.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.11-12.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11-12.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11-12.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.11-12.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.4.11-12.E.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

- **WORD CHOICE**
  - CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
  - CC.1.3.11-12.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.

Unit 9: Strategy 1

- **CENTRAL IDEAS**
  - CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the

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relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

- CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.3.11-12.A: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Theme Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- CC.1.2.11-12.A: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

- **ANALYZING EFFECTIVE TEXT STRUCTURES**
  - CC.1.2.11-12.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure 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.
- **RHETORICAL TECHNIQUES**
  - CC.1.2.11-12.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
  - CC.1.2.11-12.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

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- CC.1.5.11-12.B: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Critical Listening Evaluate how the speakers perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the authors stance, premises, links among ideas, word choice, points of emphasis, and tone.

Unit 10: Strategy 2

- **INTEGRATING RHETORIC**
  - CC.1.4.11-12.E.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - CC.1.4.11-12.Q.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use parallel structure.
  - CC.1.4.11-12.K.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - CC.1.4.11-12.Q.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **LOGICAL FALLACIES**
  - CC.1.5.11-12.B: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Critical Listening Evaluate how the speakers perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the authors stance, premises, links among ideas, word choice, points of emphasis, and tone.

Unit 11: Text Connections 1

- **ANALYZING INTERPRETATIONS OF FICTION**
  - CC.1.3.11-12.G: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Sources of Information Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- **ANALYZING INTERPRETATIONS OF NONFICTION**

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- CC.1.2.11-12.L: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Range of Reading Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.2.11-12.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- **ANALYZING FICTION ACROSS MEDIUMS**
  - CC.1.3.11-12.K: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Range of Reading Read and comprehend literary fiction on grade level, reading independently and proficiently.

Unit 12: Text Connections 2

- **FOUNDATIONAL U.S. DOCUMENTS II**
  - CC.1.2.11-12.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
  - CC.1.2.11-12.H: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Evaluating Arguments Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
  - CC.1.2.11-12.I: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Analysis Across Texts Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
- **CONSTITUTIONAL PRINCIPLES**
  - CC.1.2.11-12.H: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Evaluating Arguments Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

Unit 13: Text Organizations 1

- **CAUSE AND EFFECT**
  - CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts

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with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

- CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.2.11-12.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure 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.

- **COMPARE AND CONTRAST**
  - CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.
  - CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.2.11-12.E: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Text Structure 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.
  - CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual

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evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.

- **VISUAL AIDS**
  - CC.1.2.11-12.G: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Integration of Knowledge and Ideas Diverse Media Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Unit 14: Text Organizations 2

- **CHRONOLOGY AND SEQUENCING**
  - CC.1.2.11-12.C: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.4.11-12.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **FLASHBACK AND FRAMING**
  - CC.1.3.11-12.C: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details Literary Elements Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama.

Unit 15: Sentence Structure

- **SENTENCE STRUCTURE**
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of

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Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- CC.1.4.11-12.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use various types of phrases and clauses to convey specific meanings and add variety and interest.

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.
  - CC.1.4.11-12.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use various types of phrases and clauses to convey specific meanings and add variety and interest.
- **APPOSITIVE AND ABSOLUTE PHRASES**
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with

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an awareness of the stylistic aspects of writing. Use various types of phrases and clauses to convey specific meanings and add variety and interest.

- CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **PARALLELISM AND VERB TENSE**
  - CC.1.4.11-12.Q.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use parallel structure.
  - CC.1.4.11-12.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use various types of phrases and clauses to convey specific meanings and add variety and interest.
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.

Unit 16: Sentence Style 1

- **SUBJECT-VERB AGREEMENT**
  - CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.

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- CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **MODIFIERS**
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 17: Sentence Style 2

- **PRONOUN-ANTECEDENT AGREEMENT**
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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- **PRONOUN CASE**
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.
- **PRONOUN SHIFTS AND AMBIGUITY**
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.

Unit 18: Punctuation

- **COLONS AND SEMICOLONS**

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- CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **COMMAS WITH PHRASES AND CLAUSES**
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.
- **END MARKS**
  - CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory

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Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **DASHES AND HYPHENS**
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 19: Contextual Clues

- **USING CONTEXTUAL CLUES**
  - CC.1.2.11-12.K: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
  - CC.1.3.11-12.I: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
  - CC.1.2.11-12.K: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of

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unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - CC.1.2.11-12.K: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
  - CC.1.3.11-12.I: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Unit 20: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - CC.1.2.11-12.F: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
  - CC.1.2.11-12.J: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use 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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - CC.1.3.11-12.F: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.
  - CC.1.3.11-12.J: Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use 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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - CC.1.5.11-12.G: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Conventions of Standard English Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.

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- **SPELLING RULES**
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **NOUNS AND CAPITALIZATION**
  - CC.1.4.11-12.F: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Conventions Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.L: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC.1.4.11-12.R: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 21: Building an Essay 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - CC.1.4.11-12.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
  - CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.

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- **INTRODUCTIONS**
  - CC.1.4.11-12.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Write with a sharp, distinct focus identifying topic, task, and audience.
- **CONCLUSIONS**
  - CC.1.4.11-12.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- **WRITING AND TECHNOLOGY**
  - CC.1.4.11-12.U: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Technology and Publication Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Unit 22: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - CC.1.5.11-12.C: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Evaluating Information 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.
  - CC.1.4.11-12.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.5.11-12.F: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Integration of Knowledge and Ideas Multimedia Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **INTEGRATING QUOTES AND COMMENTARY**
  - CC.1.4.11-12.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to

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the audiences knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Unit 23: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - CC.1.4.11-12.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Write with a sharp, distinct focus identifying topic, task, and audience.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - CC.1.4.11-12.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.4.11-12.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Write with a sharp, distinct focus identifying topic, task, and audience.
  - CC.1.4.11-12.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.4.11-12.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
  - CC.1.4.11-12.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.4.11-12.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to

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the audiences knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

- **EXPOSITORY ESSAYS**
  - CC.1.4.11-12.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.4.11-12.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
  - CC.1.4.11-12.A: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Unit 24: Argumentative Writing 1

- **TYPES OF EVIDENCE**
  - CC.1.4.11-12.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
  - CC.1.4.11-12.G: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Write arguments to support claims in an analysis of substantive topics.
  - CC.1.4.11-12.H.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
  - CC.1.4.11-12.C: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Content Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

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- CC.1.4.11-12.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; 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**

- CC.1.4.11-12.G: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11-12.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; 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.
- CC.1.4.11-12.H.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
- CC.1.4.11-12.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

Unit 25: Argumentative Writing 2

- **ARGUMENTATIVE CLAIMS**

- CC.1.4.11-12.G: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11-12.H.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
- CC.1.4.11-12.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; 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.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - CC.1.4.11-12.G: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Write arguments to support claims in an analysis of substantive topics.
  - CC.1.4.11-12.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; 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.
  - CC.1.4.11-12.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
  - CC.1.4.11-12.H.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
  - CC.1.4.11-12.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; 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**
  - CC.1.4.11-12.H.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Focus Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
  - CC.1.4.11-12.I: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Content Distinguish the claim(s) from alternate or opposing claims; 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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- CC.1.4.11-12.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

Unit 26: Literary Writing

- **SHORT NARRATIVES**
  - CC.1.4.11-12.M: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Write narratives to develop real or imagined experiences or events.
  - CC.1.4.11-12.N: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Focus Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
  - CC.1.4.11-12.O: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Content Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
  - CC.1.4.11-12.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
  - CC.1.4.11-12.Q.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use various types of phrases and clauses to convey specific meanings and add variety and interest.
  - CC.1.4.11-12.Q.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **NARRATIVE TECHNIQUES**
  - CC.1.4.11-12.O: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Content Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop

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experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

- CC.1.4.11-12.Q.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with an awareness of the stylistic aspects of writing. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CC.1.4.11-12.M: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Write narratives to develop real or imagined experiences or events.
- CC.1.4.11-12.N: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Focus Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- CC.1.4.11-12.P: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Organization Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **LITERARY ANALYSIS PARAGRAPHS**
  - CC.1.4.11-12.E.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - CC.1.4.11-12.S: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Response to Literature Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
  - CC.1.4.11-12.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Write with a sharp, distinct focus identifying topic, task, and audience.
  - CC.1.4.11-12.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

Unit 27: Research

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- **REFINING A RESEARCH QUESTION**
  - CC.1.4.11-12.V: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Conducting Research 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.
  - CC.1.4.11-12.W: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Credibility, Reliability, and Validity of Sources 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 over reliance on any one source and following a standard format for citation.
- **GATHERING INFORMATION**
  - CC.1.4.11-12.W: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Credibility, Reliability, and Validity of Sources 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 over reliance on any one source and following a standard format for citation.
- **AVOIDING PLAGIARISM**
  - CC.1.4.11-12.W: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Credibility, Reliability, and Validity of Sources 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 over reliance on any one source and following a standard format for citation.

Unit 28: Revision Considerations 1

- **PREWRITING**
  - CC.1.4.11-12.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
  - CC.1.4.11-12.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Create organization that logically sequences claim(s), counterclaims, reasons, and

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evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

- CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.

- **UNITY AND FOCUS**
  - CC.1.4.11-12.B: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Focus Write with a sharp, distinct focus identifying topic, task, and audience.
  - CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.
- **WORDINESS AND REDUNDANCY**
  - CC.1.4.11-12.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
  - CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.

Unit 29: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - CC.1.4.11-12.D: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Organization Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

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- CC.1.4.11-12.J: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Organization Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.11-12.T: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Production and Distribution of Writing/Writing Process 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.

- **MAINTAINING A FORMAL STYLE**
  - CC.1.4.11-12.E.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - CC.1.4.11-12.K.2: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - CC.1.4.11-12.E.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory Style Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - CC.1.4.11-12.K.1: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Opinion/Argumentative Style Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - CC.1.2.11-12.J: Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Vocabulary Acquisition and Use 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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - CC.1.4.11-12.Q.3: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Narrative Style Write with

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an awareness of the stylistic aspects of writing. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Unit 30: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - CC.1.5.11-12.A: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Collaborative Discussion Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.
- **ANALYZING AND DEVELOPING A SPEECH**
  - CC.1.5.11-12.B: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration Critical Listening Evaluate how the speakers perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the authors stance, premises, links among ideas, word choice, points of emphasis, and tone.
  - CC.1.5.11-12.D: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Presentation of Knowledge and Ideas Purpose, Audience and Task Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
  - CC.1.5.11-12.E: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Integration of Knowledge and Ideas Context Adapt speech to a variety of contexts and tasks.

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