Kentucky Tutorials are designed specifically for the Kentucky Academic Standards to prepare students for the K-PREP, EOC exams, ACT, and ACT Plan.

English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: Elements of Literature 1

- **IMAGERY**
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
  - L.11-12.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
- **FIGURATIVE LANGUAGE**
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on

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meaning and tone and on the text as a whole.

- RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- L.11-12.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
- RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.

- **SYMBOLISM AND ALLEGORY**
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - L.11-12.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.

Unit 2: Elements of Literature 2

- **CONFLICT**
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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- **CHARACTER TYPES**
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
- **FORESHADOWING AND SUSPENSE**
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.

Unit 3: Elements of Literature 3

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- **PLOT**
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- **THEME**
  - RL.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- **RESOLUTIONS**
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

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- RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
- RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
- RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Unit 4: Elements of Literature 4

- **SETTING**
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.9: Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- **POINT OF VIEW I**
  - RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.

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- RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

- **POINT OF VIEW II**
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Unit 5: Reading Strategies 1

- **MAKING INFERENCES**
  - RL.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
  - RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.
  - RI.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
  - RI.11-12.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
- **DRAWING CONCLUSIONS**

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- RL.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- RL.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
- RI.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.
- RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- RI.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

Unit 6: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - RL.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RL.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge,

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determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

- RI.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.
- RI.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.

- **DETERMINING AUTHOR'S PURPOSE**
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
  - RI.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **SUMMARY, ANALYSIS, AND CRITIQUE**

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- RL.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
- RI.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

Unit 7: Genres

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RL.11-12.9: Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.
  - RI.11-12.9: Analyze documents of historical and literary significance, including how they address related themes and concepts.
  - RL.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
  - RL.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RL.11-12.9: Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.
  - RI.11-12.9: Analyze documents of historical and literary significance, including how they address related themes and concepts.

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- RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - RL.11-12.9: Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.
  - RI.11-12.9: Analyze documents of historical and literary significance, including how they address related themes and concepts.
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

Unit 8: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
  - RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - L.11-12.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
  - RL.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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- RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
- RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

- **HYPERBOLE AND UNDERSTATEMENT**
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
  - RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - L.11-12.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
  - RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **IRONY AND SARCASM**
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
  - RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

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- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- L.11-12.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
- L.11-12.5b: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
- RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

Unit 9: Author's Voice and Method 2

- **OXYMORON AND PARADOX**
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
  - RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - L.11-12.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
  - RL.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.

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- RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

- **TONE AND MOOD**
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
  - RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - L.11-12.5b: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - L.11-12.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **WORD CHOICE**

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- RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
- RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
- RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- L.11-12.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.5b: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- L.11-12.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.

Unit 10: Strategy 1

- **CENTRAL IDEAS**
  - RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RI.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
  - RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.
  - RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- **ANALYZING EFFECTIVE TEXT STRUCTURES**

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- RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.
- RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

Unit 11: Strategy 2

- **RHETORICAL TECHNIQUES**
  - RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
  - RI.11-12.9: Analyze documents of historical and literary significance, including how they address related themes and concepts.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **ANALYZING LANGUAGE**
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - L.11-12.1a: In both written and oral expression: Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.

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- L.11-12.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- L.11-12.5b: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.
- RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

- **ANALYZING AND DEVELOPING A SPEECH**
  - RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
  - C.11-12.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.11-12.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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.
  - C.11-12.1e: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a task appropriate writing style.

Unit 12: Text Connections 1

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- **ANALYZING INTERPRETATIONS OF FICTION**
  - RL.11-12.7: Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.
  - C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.7: Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.
  - RI.11-12.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
  - C.11-12.5: 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.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- **PRINT AND NONPRINT TEXTS**
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.7: Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

Unit 13: Text Connections 2

- **FOUNDATIONAL U.S. DOCUMENTS**
  - RI.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.9: Analyze documents of historical and literary significance, including how they address related themes and concepts.

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- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- RI.11-12.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
- RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

- **CONSTITUTIONAL PRINCIPLES**
  - RI.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.11-12.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
  - RI.11-12.9: Analyze documents of historical and literary significance, including how they address related themes and concepts.
  - C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
  - RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

Unit 14: Text Organization 1

- **CAUSE AND EFFECT**
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.
  - RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
  - RL.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge,

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determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

- RI.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

- **COMPARE AND CONTRAST**
  - RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.
  - RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- **VISUAL AIDS**

Unit 15: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.

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- RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
- RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.
- RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
- RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

- **FLASHBACK AND FRAMING**
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
  - RL.11-12.3: Analyze the impact of the authors choices over the course of a text regarding how to develop and relate elements of a story or drama.
  - RL.11-12.5: Analyze how an authors choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Unit 16: Sentence Structure

- **SENTENCE STRUCTURE**
  - L.11-12.2a: When writing: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
  - L.11-12.3b: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or

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listening. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

- C.11-12.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. 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.

- **PARALLELISM AND VERB TENSE**
  - L.11-12.2a: When writing: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
  - L.11-12.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
  - C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - L.11-12.3b: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.
- **SUBJECT-VERB AGREEMENT**
  - L.11-12.2a: When writing: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
  - L.11-12.3b: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.
  - C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 17: Punctuation 1

- **COLONS AND SEMICOLONS**
  - L.11-12.2a: When writing: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

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- L.11-12.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.1a: In both written and oral expression: Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.
- L.11-12.3b: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

- **COMMAS WITH PHRASES AND CLAUSES**
  - L.11-12.2a: When writing: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
  - L.11-12.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
  - L.11-12.3b: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

Unit 18: Punctuation 2

- **END MARKS**
  - L.11-12.2a: When writing: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
  - L.11-12.3b: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.
- **DASHES AND HYPHENS**
  - L.11-12.2a: When writing: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
  - L.11-12.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
  - C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by 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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- L.11-12.3b: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

Unit 19: Contextual Clues 1

- **USING CONTEXTUAL CLUES**
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
  - RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - L.11-12.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
  - RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - L.11-12.5a: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
  - L.11-12.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

Unit 20: Contextual Clues 2

- **WORD PATTERNS**
  - L.11-12.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or

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listening. Apply an understanding of syntax to the study of complex texts when reading.

- L.11-12.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

- **CONNOTATION AND DENOTATION**
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
  - RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - L.11-12.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.5b: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

Unit 21: Usage 1

- **FORMAL AND INFORMAL LANGUAGE**
  - RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
  - C.11-12.2e: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
  - L.11-12.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. 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.
  - RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.7: Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

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- C.11-12.2f: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- L.11-12.1a: In both written and oral expression: Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.
- L.11-12.1b: In both written and oral expression: Resolve issues of complex or contested usage, consulting references as needed.

- **USING THE DICTIONARY AND THESAURUS**
  - L.11-12.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
  - L.11-12.3b: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.
  - L.11-12.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.4c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - L.11-12.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.11-12.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. 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.
  - L.11-12.5b: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.

Unit 22: Usage 2

- **CHANGING LANGUAGE CONVENTIONS**

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- L.11-12.1a: In both written and oral expression: Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.
- L.11-12.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- L.11-12.4c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.11-12.1b: In both written and oral expression: Resolve issues of complex or contested usage, consulting references as needed.

- **SPELLING RULES**
  - C.11-12.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.11-12.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.11-12.2a: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.11-12.3a: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - L.11-12.2a: When writing: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
  - C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Unit 23: Building an Essay 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

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- C.11-12.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.11-12.2a: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.11-12.3a: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.11-12.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- C.11-12.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. 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.

- **INTRODUCTIONS**
  - C.11-12.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
  - C.11-12.2b: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
  - RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- **CONCLUSIONS**

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- C.11-12.1f: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
- C.11-12.2g: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

Unit 24: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - RI.11-12.7: Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.
  - C.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
  - RI.11-12.6: Determine an authors point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
  - C.11-12.2b: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
  - C.11-12.2c: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
  - C.11-12.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- **WRITING AND TECHNOLOGY**

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- C.11-12.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- C.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- C.11-12.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- C.11-12.5: 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.
- C.11-12.2b: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
- C.11-12.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Unit 25: Narrative Writing

- **SHORT NARRATIVES**
  - C.11-12.3a: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.11-12.3b: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - C.11-12.3c: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.

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- C.11-12.3d: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- C.11-12.3e: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- C.11-12.3f: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Provide a conclusion that explicitly connects the narratives relevance to the intended purpose of the writing.
- C.11-12.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. 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.
- C.11-12.3f: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Provide a conclusion that explicitly connects the narratives relevance to the intended purpose of the writing.
- C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

- **NARRATIVE TECHNIQUES**
  - C.11-12.3b: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - C.11-12.3c: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
  - C.11-12.3d: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

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- C.11-12.3f: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Provide a conclusion that explicitly connects the narratives relevance to the intended purpose of the writing.
- C.11-12.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. 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.
- C.11-12.3a: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.11-12.3f: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Provide a conclusion that explicitly connects the narratives relevance to the intended purpose of the writing.

Unit 26: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - C.11-12.2a: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.11-12.2b: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
  - C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - C.11-12.2a: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and

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analysis of content. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

- C.11-12.2c: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
- C.11-12.2c: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.
- C.11-12.2b: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
- C.11-12.2g: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- C.11-12.2d: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.

- **EXPOSITORY ESSAYS**
  - C.11-12.2b: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
  - C.11-12.2c: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic.

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- C.11-12.2g: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- C.11-12.2e: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
- C.11-12.2f: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Unit 27: Argumentative Writing 1

- **TYPES OF EVIDENCE**
  - C.11-12.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.11-12.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
  - C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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.
  - C.11-12.1e: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a task appropriate writing style.
  - RI.11-12.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
  - C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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**
  - RI.11-12.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.

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- C.11-12.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
- C.11-12.1d: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.
- C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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.
- C.11-12.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- C.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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.
- C.11-12.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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.
- C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Unit 28: Argumentative Writing 2

- **ARGUMENTATIVE CLAIMS**

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- RI.11-12.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
- C.11-12.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
- C.11-12.1d: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.
- C.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - C.11-12.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.11-12.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
  - C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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.
  - C.11-12.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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.
  - C.11-12.1d: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases and clauses as well as varied

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syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.

- C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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.
- C.11-12.1f: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.

- **ARGUMENTATIVE ESSAYS**
  - C.11-12.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
  - C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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.
  - C.11-12.1f: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
  - C.11-12.1c: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and opposing claims 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 29: Research

- **REFINING A RESEARCH QUESTION**
  - C.11-12.5: 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.
  - C.11-12.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
  - C.11-12.6: 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

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task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- **GATHERING INFORMATION**
  - C.11-12.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
  - C.11-12.5: 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.
  - C.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **AVOIDING PLAGIARISM**
  - C.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
  - C.11-12.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Unit 30: Revision Considerations 1

- **PREWRITING**
  - C.11-12.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.11-12.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.11-12.2a: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

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- C.11-12.2b: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
- C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- C.11-12.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. 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**
  - C.11-12.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.11-12.1b: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
  - C.11-12.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.11-12.2a: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.11-12.2b: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
  - C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting

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or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- C.11-12.3a: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.11-12.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. 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**
  - C.11-12.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.11-12.2e: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
  - C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.11-12.3g: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. 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 31: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - C.11-12.1d: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.
  - C.11-12.2d: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and

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

- C.11-12.1a: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.11-12.1g: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- C.11-12.2a: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- C.11-12.3e: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

- **MAINTAINING A FORMAL STYLE**
  - C.11-12.1e: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a task appropriate writing style.
  - C.11-12.2f: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - C.11-12.2h: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - C.11-12.2e: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.

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- C.11-12.3e: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- L.11-12.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies. 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.

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