Alaska Tutorials are designed specifically for Alaska Standards and prepare students for the PEAKS exams in English and Mathematics.

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

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

Unit 1: Elements of Literature 1

- **IMAGERY**
  - RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **FIGURATIVE LANGUAGE**
  - RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
  - RI.11-12.4: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings;

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analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

- L.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., it drives me up a wall) as clues to the meaning of a word or phrase.
- L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.
- L.11-12.6: Language Vocabulary Acquisition and Use Acquire and use accurately general academic and domainspecific 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.

- **SYMBOLISM AND ALLEGORY**
  - RL.11-12.3: Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RL.11-12.6: Reading Literature Craft and Structure Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
  - RL.11-12.3: Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Unit 2: Elements of Literature 2

- **SATIRE AND PARADOX**
  - RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
  - RL.11-12.6: Reading Literature Craft and Structure Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).

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- L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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

Unit 3: Characters

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

Unit 4: Plot and Theme

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

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

Unit 5: Setting and Point of View

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

Unit 6: Reading Strategies 1

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

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- RI.11-12.3: Reading Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Unit 7: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - RL.11-12.2: Reading Literature Key Ideas and Details Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.
  - RI.11-12.2: Reading Informational Text Key Ideas and Details Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
  - RL.11-12.3: Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
  - RI.11-12.3: Reading Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RL.11-12.1: Reading Literature Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
  - RI.11-12.1: Reading Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **DETERMINING AUTHOR'S PURPOSE**
  - RI.11-12.1: Reading Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - RI.11-12.2: Reading Informational Text Key Ideas and Details Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
  - RI.11-12.3: Reading Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - RI.11-12.6: Reading Informational Text Craft and Structure Discern an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content

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contribute to the power, persuasiveness, or aesthetic impact of the text.

- RI.11-12.5: Reading Informational Text Craft and Structure Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6: Reading Informational Text Craft and Structure Discern an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.

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

Unit 8: Genres

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
  - RL.11-12.9: Reading Literature Integration of Knowledge and Ideas Demonstrate knowledge of eighteenth, nineteenth and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
  - W.11-12.9.a: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 1112 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth, nineteenth and early twentiethcentury foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.).
  - RL.11-12.9: Reading Literature Integration of Knowledge and Ideas Demonstrate knowledge of eighteenth, nineteenth and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
  - W.11-12.9.a: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 1112 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth, nineteenth and early twentiethcentury foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.).
- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**

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- RL.11-12.9: Reading Literature Integration of Knowledge and Ideas Demonstrate knowledge of eighteenth, nineteenth and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- W.11-12.9.a: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 1112 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth, nineteenth and early twentiethcentury foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.).
- RL.11-12.9: Reading Literature Integration of Knowledge and Ideas Demonstrate knowledge of eighteenth, nineteenth and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- W.11-12.9.a: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 1112 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth, nineteenth and early twentiethcentury foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.).

- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - RL.11-12.9: Reading Literature Integration of Knowledge and Ideas Demonstrate knowledge of eighteenth, nineteenth and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
  - RL.11-12.9: Reading Literature Integration of Knowledge and Ideas Demonstrate knowledge of eighteenth, nineteenth and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
  - W.11-12.9.a: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 1112 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth, nineteenth and early twentiethcentury foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.).

Unit 9: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - RI.11-12.6: Reading Informational Text Craft and Structure Discern an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
  - RI.11-12.4: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in various genres, 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: Reading Informational Text Craft and Structure Discern an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.

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- RL.11-12.9: Reading Literature Integration of Knowledge and Ideas Demonstrate knowledge of eighteenth, nineteenth and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.11-12.6: Reading Informational Text Craft and Structure Discern an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.

- **HYPERBOLE AND UNDERSTATEMENT**
  - RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
  - RL.11-12.6: Reading Literature Craft and Structure Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
  - L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- **IRONY AND SARCASM**
  - L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
  - RL.11-12.6: Reading Literature Craft and Structure Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).

Unit 10: Author's Voice and Method 2

- **OXYMORON AND PARADOX**
  - L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **TONE AND MOOD**

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- RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RI.11-12.4: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in various genres, 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.

- **WORD CHOICE**
  - RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
  - RI.11-12.4: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in various genres, 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.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Unit 11: Strategy 1

- **CENTRAL IDEAS**
  - RL.11-12.2: Reading Literature Key Ideas and Details Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.
  - RI.11-12.2: Reading Informational Text Key Ideas and Details Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
  - RI.11-12.3: Reading Informational Text Key Ideas and Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **ANALYZING EFFECTIVE TEXT STRUCTURES**
  - RI.11-12.5: Reading Informational Text Craft and Structure Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **TEXT STRUCTURES IN FICTION**
  - RL.11-12.3: Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the

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

- RL.11-12.5: Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.3: Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.5: Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.3: Reading Literature Key Ideas and Details Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.5: Reading Literature Craft and Structure Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.7: Reading Literature Integration of Knowledge and Ideas Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Unit 12: Strategy 2

- **ANALYZING LANGUAGE**
  - RI.11-12.4: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in various genres, 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.
- **RHETORICAL TECHNIQUES**
  - RI.11-12.4: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in various genres, 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: Reading Informational Text Craft and Structure Discern an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
  - RI.11-12.6: Reading Informational Text Craft and Structure Discern an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.

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- RI.11-12.9: Reading Informational Text Integration of Knowledge and Ideas Analyze seventeenth, eighteenth, and nineteenthcentury foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.
- RI.11-12.6: Reading Informational Text Craft and Structure Discern an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- RI.11-12.9: Reading Informational Text Integration of Knowledge and Ideas Analyze seventeenth, eighteenth, and nineteenthcentury foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.

Unit 13: Analyzing Fiction

- **ANALYZING INTERPRETATIONS OF FICTION**
  - RL.11-12.7: Reading Literature Integration of Knowledge and Ideas Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
  - RL.11-12.10a: Reading Literature Range of Reading and Level of Text Complexity By the end of grade 11, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 11 (from upper grade 10 to grade 12), with scaffolding as needed at the high end of the range.
  - RL.11-12.10b: Reading Literature Range of Reading and Level of Text Complexity By the end of grade 12, read and comprehend a range of literature from a variety of cultures, at the high end of the grades 1112 text complexity band independently and proficiently.
- **AMERICAN DRAMA**
  - RL.11-12.7: Reading Literature Integration of Knowledge and Ideas Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
  - RL.11-12.10a: Reading Literature Range of Reading and Level of Text Complexity By the end of grade 11, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 11 (from upper grade 10 to grade 12), with scaffolding as needed at the high end of the range.

Unit 14: Analyzing Nonfiction

- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - RI.11-12.7: Reading Informational Text Integration of Knowledge and Ideas Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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- RI.11-12.10a: Reading Informational Text Range of Reading and Level of Text Complexity By the end of grade 11, read and comprehend literary nonfiction, within a complexity band appropriate to grade 11 (from upper grade 10 to grade 12), with scaffolding as needed at the high end of the range.
- RI.11-12.10b: Reading Informational Text Range of Reading and Level of Text Complexity By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 1112 text complexity band independently and proficiently.

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

Unit 15: Historical Documents

- **FOUNDATIONAL U.S. DOCUMENTS**
  - RI.11-12.9: Reading Informational Text Integration of Knowledge and Ideas Analyze seventeenth, eighteenth, and nineteenthcentury foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.
  - RI.11-12.9: Reading Informational Text Integration of Knowledge and Ideas Analyze seventeenth, eighteenth, and nineteenthcentury foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.
  - W.11-12.9.b: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 1112 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning e.g., in U.S. Supreme Court Case majority opinions and dissents and the premises, purposes, and arguments in works of public advocacy e.g., The Federalist, presidential addresses.).
- **CONSTITUTIONAL PRINCIPLES**
  - RI.11-12.8: Reading Informational Text Integration of Knowledge and Ideas Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
  - W.11-12.9.b: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 1112 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning e.g., in U.S. Supreme Court Case majority opinions and dissents and the premises, purposes, and arguments in works of public advocacy e.g., The Federalist, presidential addresses.).

Unit 16: Text Organization 1

- **CAUSE AND EFFECT**

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

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

Unit 17: Text Organization 2

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

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

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

Unit 18: Sentence Structure

- **SENTENCE STRUCTURE**
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

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

Unit 19: Punctuation 1

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

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

Unit 20: Punctuation 2

- **END MARKS**
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - L.11-12.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.
- **DASHES AND HYPHENS**
  - L.11-12.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.

Unit 21: Contextual Clues 1

- **USING CONTEXTUAL CLUES**
  - RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
  - RI.11-12.4: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in various genres, 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.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., it drives me up a wall) as clues to the meaning of a word or phrase.
  - L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - L.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and

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photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., it drives me up a wall) as clues to the meaning of a word or phrase.

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

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - L.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., it drives me up a wall) as clues to the meaning of a word or phrase.
  - L.11-12.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
  - RI.11-12.4: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in various genres, 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.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., it drives me up a wall) as clues to the meaning of a word or phrase.

Unit 22: Contextual Clues 2

- **WORD ROOTS**
  - L.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a words

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position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., it drives me up a wall) as clues to the meaning of a word or phrase.

- **WORD PATTERNS**
  - L.11-12.4.b: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
  - L.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., it drives me up a wall) as clues to the meaning of a word or phrase.
  - L.11-12.4.b: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- **CONNOTATION AND DENOTATION**
  - RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
  - RI.11-12.4: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in various genres, 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.11-12.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.
  - L.11-12.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., it drives me up a wall) as clues to the meaning of a word or phrase.

Unit 23: Usage 1

- **FORMAL AND INFORMAL LANGUAGE**

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- RL.11-12.4: Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RI.11-12.4: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in various genres, 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.
- W.11-12.1.d: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2.e: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- SL.11-12.6: Speaking and Listening Presentation of Knowledge and Ideas Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level.

- **CHANGING LANGUAGE CONVENTIONS**
  - L.11-12.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - L.11-12.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., MerriamWebsters Dictionary of English Usage, Garners Modern American Usage) as needed.
  - L.11-12.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Resolve issues of complex or contested usage, consulting references (e.g., MerriamWebsters Dictionary of English Usage, Garners Modern American Usage) as needed.

Unit 24: Usage 2

- **SPELLING RULES**
  - L.11-12.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
- **USING THE DICTIONARY AND THESAURUS**
  - L.11-12.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g.,

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

- L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.3.a: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.3.a: Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

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- L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.
- L.11-12.6: Language Vocabulary Acquisition and Use Acquire and use accurately general academic and domainspecific 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.11-12.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Unit 25: Building an Essay

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - W.11-12.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **INTRODUCTIONS**
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **CONCLUSIONS**
  - W.11-12.1.e: Writing Text Types and Purposes Write arguments 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.

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- W.11-12.2.f: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 26: Technology

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
  - SL.11-12.2: Speaking and Listening Comprehension and Collaboration Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
  - SL.11-12.5: Speaking and Listening Presentation of Knowledge and Ideas Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **WRITING AND TECHNOLOGY**
  - W.11-12.6: Writing Production and Distribution of Writing Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Unit 27: Narrative Writing

- **SHORT NARRATIVES**
  - W.11-12.3.a: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - W.11-12.3.b: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event

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sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- W.11-12.3.c: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3.d: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3.e: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11-12.3.a: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3.b: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3.c: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3.d: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3.e: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **NARRATIVE TECHNIQUES**

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- W.11-12.3.b: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3.c: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3.a: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3.b: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3.d: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, wellchosen details, and wellstructured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Unit 28: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;

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

- W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- W.11-12.2.c: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

Unit 29: Argumentative Writing 1

- **TYPES OF EVIDENCE**
  - W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most

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significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

- W.11-12.1.a: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- W.11-12.1.b: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
- W.11-12.2.b: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
- W.11-12.2.c: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- **CLAIMS AND COUNTERCLAIMS**
  - W.11-12.1.a: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - W.11-12.1.b: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
  - W.11-12.1.b: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop

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claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

- W.11-12.1.b: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

Unit 30: Argumentative Writing 2

- **ARGUMENTATIVE CLAIMS**
  - W.11-12.1.a: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - W.11-12.1.a: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - W.11-12.1.b: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
  - W.11-12.1.c: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - W.11-12.1.b: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
- **ARGUMENTATIVE ESSAYS**
  - W.11-12.1.a: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce

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precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- W.11-12.1.b: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.
- W.11-12.1.e: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.1.b: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

Unit 31: Research

- **REFINING A RESEARCH QUESTION**
  - W.11-12.7: Writing Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - W.11-12.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
- **GATHERING INFORMATION**
  - W.11-12.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
- **AVOIDING PLAGIARISM**
  - W.11-12.8: Writing Research to Build and Present Knowledge Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

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Unit 32: Revision Considerations 1

- **PREWRITING**
  - W.11-12.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **UNITY AND FOCUS**
  - W.11-12.2.a: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WORDINESS AND REDUNDANCY**
  - W.11-12.1.c: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 33: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - W.11-12.1.c: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion,

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

- W.11-12.2.c: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience.
- W.11-12.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **MAINTAINING A FORMAL STYLE**
  - W.11-12.1.d: Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - W.11-12.2.e: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - L.11-12.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - L.11-12.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.
  - L.11-12.6: Language Vocabulary Acquisition and Use Acquire and use accurately general academic and domainspecific 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.
  - W.11-12.2.d: Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Unit 34: Speaking and Listening

- **DISCUSSION GUIDELINES**

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- SL.11-12.1.a: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (oneonone, in groups, and teacherled) with diverse partners on grades 11 12 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1.b: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (oneonone, in groups, and teacherled) with diverse partners on grades 11 12 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1.c: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (oneonone, in groups, and teacherled) with diverse partners on grades 11 12 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1.d: Speaking and Listening Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (oneonone, in groups, and teacherled) with diverse partners on grades 11 12 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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