

Indiana Tutorials are designed specifically for the Indiana Academic Standards to prepare students for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) End-of-Course Assessments (ECAs).

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.

1. ELEMENTS OF LITERATURE 1

● IMAGERY

- **11-12.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

● FIGURATIVE LANGUAGE

- **11-12.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **11-12.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
- **11-12.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- **11-12.RV.3.3** Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- **11-12.RV.1** Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **11-12.RV.2.3** Analyze nuances in the meaning of words with similar denotations.

● SYMBOLISM AND ALLEGORY

- **11-12.RL.2.3** Analyze the impact of the author's 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).
- **11-12.RL.3.2** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.

● SATIRE AND PARADOX

- **11-12.RL.3.2** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.
- **11-12.RV.3.3** Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- **11-12.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

2. ELEMENTS OF LITERATURE 2

● CHARACTERS AND CONFLICT

- **11-12.RL.2.3** Analyze the impact of the author's 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).
- **11-12.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (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

- **11-12.RL.2.3** Analyze the impact of the author's 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).

● FORESHADOWING AND SUSPENSE

- **11-12.RL.2.3** Analyze the impact of the author's 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).

3. ELEMENTS OF LITERATURE 3

● PLOT

- **11-12.RL.2.3** Analyze the impact of the author's 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).
- **11-12.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (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

- **11-12.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- **11-12.RL.2.2** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

● RESOLUTIONS

- **11-12.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (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.

4. ELEMENTS OF LITERATURE 4

● SETTING

- **11-12.RL.2.3** Analyze the impact of the author's 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

- **11-12.RL.2.3** Analyze the impact of the author's 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**

- **11-12.RL.2.3** Analyze the impact of the author's 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).

5. READING STRATEGIES 1

- **MAKING INFERENCES**

- **11-12.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- **11-12.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- **11-12.RN.2.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

- **DRAWING CONCLUSIONS**

- **11-12.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- **11-12.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- **11-12.RN.2.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

6. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **11-12.RL.2.2** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RN.2.2** Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RL.2.3** Analyze the impact of the author's 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).
- **11-12.RN.2.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.
- **11-12.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- **11-12.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.

- **DETERMINING AUTHOR'S PURPOSE**

- **11-12.RN.2.2** Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RN.3.3** Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- **11-12.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- **11-12.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- **11-12.RN.2.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.
- **11-12.RN.3.2** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- **11-12.RN.2.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.
- **11-12.RN.2.2** Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.

7. GENRES

● FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY

- **11-12.RL.4.2** Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.
- **11-12.RL.2.2** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

● FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY

- **11-12.RL.4.2** Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.
- **11-12.RL.2.2** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

● FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY

- **11-12.RL.4.2** Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.
- **11-12.RL.2.2** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

8. AUTHOR'S VOICE AND METHOD 1

● ANALYZING AUTHOR'S STYLE

- **11-12.RN.3.3** Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- **11-12.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

● HYPERBOLE AND UNDERSTATEMENT

- **11-12.RV.3.3** Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- **11-12.RL.3.2** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.
- **11-12.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

● IRONY AND SARCASM

- **11-12.RV.3.3** Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- **11-12.RL.3.2** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.
- **11-12.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

9. AUTHOR'S VOICE AND METHOD 2

● OXYMORON AND PARADOX

- **11-12.RV.3.3** Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.
- **11-12.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

● TONE AND MOOD

- **11-12.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **11-12.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

● WORD CHOICE

- **11-12.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **11-12.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
- **11-12.RV.3.3** Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.

10. STRATEGY 1

● EVALUATING EVIDENCE

- **11-12.RN.4.1** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **11-12.SL.3.1** Integrate multiple sources of information presented in diverse media and formats (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.
- **11-12.SL.3.2** Evaluate a speaker's 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.

● CENTRAL IDEAS

- **11-12.RL.2.2** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RN.2.2** Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RN.2.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

● ANALYZING EFFECTIVE TEXT STRUCTURES

- **11-12.RN.3.2** 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

- **11-12.RL.2.3** Analyze the impact of the author's 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).
- **11-12.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (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.

11. STRATEGY 2

● ANALYZING LANGUAGE

- **11-12.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

● RHETORICAL TECHNIQUES

- **11-12.RN.3.3** Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- **11-12.RN.4.3** Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
- **11-12.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
- **11-12.ML.2.2** Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.

● LOGICAL FALLACIES

- **11-12.RN.4.1** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **11-12.SL.3.1** Integrate multiple sources of information presented in diverse media and formats (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.
- **11-12.SL.3.2** Evaluate a speaker's 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.
- **11-12.ML.2.2** Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.

● FACT VERSUS OPINION

- **11-12.RN.4.1** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **11-12.SL.3.1** Integrate multiple sources of information presented in diverse media and formats (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.
- **11-12.SL.3.2** Evaluate a speaker's 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.

12. TEXT CONNECTIONS 1

● ANALYZING INTERPRETATIONS OF FICTION

- **11-12.RL.4.1** Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.
- **11-12.RL.1** Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

● ANALYZING INTERPRETATIONS OF NONFICTION

- **11-12.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
- **11-12.RN.2.2** Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RN.4.2** Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

- **PRINT AND NONPRINT TEXTS**

- **11-12.ML.2.1** Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.

- **EVALUATING THE MEDIA**

- **11-12.ML.1** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
- **11-12.ML.2.1** Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.
- **11-12.ML.2.2** Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.

13. TEXT CONNECTIONS 2

- **FOUNDATIONAL U.S. DOCUMENTS**

- **11-12.RN.4.1** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **11-12.RN.4.3** Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

- **CONSTITUTIONAL PRINCIPLES**

- **11-12.RN.4.1** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- **TRANSFORMING LITERATURE**

- **11-12.RL.4.1** Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.
- **11-12.RL.4.2** Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.

14. TEXT ORGANIZATIONS 1

- **CAUSE AND EFFECT**

- **11-12.RL.2.3** Analyze the impact of the author's 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).
- **11-12.RN.2.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

- **COMPARE AND CONTRAST**

- **11-12.RL.2.3** Analyze the impact of the author's 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).
- **11-12.RN.2.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.
- **11-12.RL.2.2** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RL.4.2** Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.
- **11-12.RN.2.2** Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.

- **VISUAL AIDS**

- **11-12.RN.4.2** Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- **11-12.SL.4.2** Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.

15. TEXT ORGANIZATIONS 2

● CHRONOLOGY AND SEQUENCING

- **11-12.RL.2.3** Analyze the impact of the author's 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).
- **11-12.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (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.
- **11-12.RN.2.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

● FLASHBACK AND FRAMING

- **11-12.RL.2.3** Analyze the impact of the author's 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).
- **11-12.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (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.

16. SENTENCE STRUCTURE

● RESTRICTIVE AND NONRESTRICTIVE CLAUSES

- **11-12.W.6.1d** Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.

● APPOSITIVE AND ABSOLUTE PHRASES

- **11-12.W.6.1d** Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.

● PARALLELISM AND VERB TENSE

- **11-12.W.6.1e** Usage – Students are expected to build upon and continue applying conventions learned previously.

● VERB MOOD

- **11-12.W.6.1b** Verbs – Students are expected to build upon and continue applying conventions learned previously.

17. SENTENCE STYLE

● PRONOUN-ANTecedent AGREEMENT

- **11-12.W.6.1a** Pronouns – Students are expected to build upon and continue applying conventions learned previously.

● PRONOUN CASE

- **11-12.W.6.1a** Pronouns – Students are expected to build upon and continue applying conventions learned previously.

● PRONOUN SHIFTS AND AMBIGUITY

- **11-12.W.6.1a** Pronouns – Students are expected to build upon and continue applying conventions learned previously.

18. PUNCTUATION

- **COLONS AND SEMICOLONS**

- **11-12.W.6.2b** *Punctuation – Students are expected to build upon and continue applying conventions learned previously.*

- **COMMAS WITH PHRASES AND CLAUSES**

- **11-12.W.6.2b** *Punctuation – Students are expected to build upon and continue applying conventions learned previously.*

- **END MARKS**

- **11-12.W.6.2b** *Punctuation – Students are expected to build upon and continue applying conventions learned previously.*

- **NOUNS AND CAPITALIZATION**

- **11-12.W.6.2a** *Capitalization – Students are expected to build upon and continue applying conventions learned previously.*

19. CONTEXTUAL CLUES

- **USING CONTEXTUAL CLUES**

- **11-12.RV.1** *Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
- **11-12.RV.2.1** *Use context to determine or clarify the meaning of words and phrases.*
- **11-12.RV.3.1** *Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*
- **11-12.RV.3.2** *Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.*

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **11-12.RV.3.3** *Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.*
- **11-12.RV.2.1** *Use context to determine or clarify the meaning of words and phrases.*
- **11-12.RV.3.1** *Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*
- **11-12.RV.3.2** *Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.*

- **WORD PATTERNS**

- **11-12.RV.2.4** *Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).*

- **CONNOTATION AND DENOTATION**

- **11-12.RV.3.1** *Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).*
- **11-12.RV.3.2** *Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.*
- **11-12.RV.2.3** *Analyze nuances in the meaning of words with similar denotations.*
- **11-12.RV.2.1** *Use context to determine or clarify the meaning of words and phrases.*

20. USAGE

- **FORMAL AND INFORMAL LANGUAGE**

- **11-12.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **11-12.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **11-12.W.3.2e** Establish and maintain a style appropriate to the purpose and audience.
- **11-12.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

- **USING THE DICTIONARY AND THESAURUS**

- **11-12.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
- **11-12.RV.2.3** Analyze nuances in the meaning of words with similar denotations.

- **CHANGING LANGUAGE CONVENTIONS**

- **11-12.SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

- **SPELLING RULES**

- **11-12.W.6.2c** Spelling – Students are expected to build upon and continue applying conventions learned previously.

21. BUILDING AN ESSAY 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- **11-12.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **11-12.W.3.2e** Establish and maintain a style appropriate to the purpose and audience.
- **11-12.W.4.a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- **INTRODUCTIONS**

- **11-12.W.3.2a** 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**

- **11-12.W.3.1e** Provide a concluding statement or section that follows from and supports the argument presented.
- **11-12.W.3.2f** 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).

22. BUILDING AN ESSAY 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **11-12.W.3.2a** 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.
- **11-12.W.3.2b** 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 audience's knowledge of the topic.
- **11-12.SL.3.1** Integrate multiple sources of information presented in diverse media and formats (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.
- **11-12.SL.4.2** Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical,

audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.

- **WRITING AND TECHNOLOGY**

- **11-12.W.4b** Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- **SHORT NARRATIVES**

- **11-12.W.3.3a** 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.
- **11-12.W.3.3b** Create a smooth progression of experiences or events.
- **11-12.W.3.3c** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **11-12.W.3.3d** 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).
- **11-12.W.3.3e** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **11-12.W.3.3f** Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **NARRATIVE TECHNIQUES**

- **11-12.W.3.3c** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **11-12.W.3.3a** 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.
- **11-12.W.3.3b** Create a smooth progression of experiences or events.
- **11-12.W.3.3d** 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).
- **11-12.W.3.3e** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

23. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **11-12.W.3.2a** 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**

- **11-12.W.3.2b** 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 audience's knowledge of the topic.
- **11-12.W.3.2a** 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.
- **11-12.W.3.2c** 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**

- **11-12.W.3.2a** 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.
- **11-12.W.3.2b** 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 audience's knowledge of the topic.
- **11-12.W.3.2c** 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.

- **11-12.W.3.2f** 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).

24. ARGUMENTATIVE WRITING 1

● TYPES OF EVIDENCE

- **11-12.W.3.2b** 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 audience's knowledge of the topic.
- **11-12.W.3.1a** 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.
- **11-12.W.3.1b** 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 audience's knowledge level, concerns, values, and possible biases.

● CLAIMS AND COUNTERCLAIMS

- **11-12.W.3.1a** 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.
- **11-12.W.3.1b** 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 audience's knowledge level, concerns, values, and possible biases.

25. ARGUMENTATIVE WRITING 2

● ARGUMENTATIVE CLAIMS

- **11-12.W.3.1a** 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

- **11-12.W.3.1a** 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.
- **11-12.W.3.1b** 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 audience's knowledge level, concerns, values, and possible biases.
- **11-12.W.3.1c** Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

● ARGUMENTATIVE ESSAYS

- **11-12.W.3.1a** 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.
- **11-12.W.3.1b** 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 audience's knowledge level, concerns, values, and possible biases.
- **11-12.W.3.1e** Provide a concluding statement or section that follows from and supports the argument presented.

26. RESEARCH

● REFINING A RESEARCH QUESTION

- **11-12.W.5a** Formulate an inquiry question, and refine and narrow the focus as research evolves.
- **11-12.W.5d** Synthesize and integrate information into the text selectively to maintain the flow of ideas.

- **GATHERING INFORMATION**

- **11-12.W.5b** Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
- **11-12.W.5c** Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- **11-12.W.5d** Synthesize and integrate information into the text selectively to maintain the flow of ideas.
- **11-12.W.5e** Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

- **AVOIDING PLAGIARISM**

- **11-12.W.5b** Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
- **11-12.W.5d** Synthesize and integrate information into the text selectively to maintain the flow of ideas.
- **11-12.W.5e** Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

- **SYNTHESIZING IDEAS**

- **11-12.RN.4.2** Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- **11-12.W.3.1a** 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.
- **11-12.W.5d** Synthesize and integrate information into the text selectively to maintain the flow of ideas.

27. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **11-12.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **11-12.W.3.2e** Establish and maintain a style appropriate to the purpose and audience.
- **11-12.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
- **11-12.W.3.2a** 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**

- **11-12.W.3.2a** 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.
- **11-12.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- **WORDINESS AND REDUNDANCY**

- **11-12.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

28. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **11-12.W.3.1c** Use effective transitions 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.

- **11-12.W.3.2c** 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.
- **11-12.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- **MAINTAINING A FORMAL STYLE**

- **11-12.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **11-12.W.3.2e** Establish and maintain a style appropriate to the purpose and audience.
- **11-12.RV.1** Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **11-12.W.3.2d** Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

29. SPEAKING AND LISTENING

- **DISCUSSION GUIDELINES**

- **11-12.SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- **11-12.SL.2.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
- **11-12.SL.2.2** Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.
- **11-12.SL.2.3** Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **11-12.SL.2.4** 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.
- **11-12.SL.2.5** Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

- **ANALYZING AND DEVELOPING A SPEECH**

- **11-12.SL.3.2** Evaluate a speaker's 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.
- **11-12.SL.4.1** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.