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.

This Tutorial is built to state standards.

## 1. ELEMENTS OF LITERATURE 1

- **IMAGERY**

  - **CCSS.ELA-Literacy.RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*

- **FIGURATIVE LANGUAGE**

  - **CCSS.ELA-Literacy.RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
  - **CCSS.ELA-Literacy.L.11-12.5a** *Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.*
  - **CCSS.ELA-Literacy.L.11-12.5b** *Analyze nuances in the meaning of words with similar denotations.*

- **SYMBOLISM AND ALLEGORY**

- **SATIRE AND PARADOX**

  - **CCSS.ELA-Literacy.RL.11-12.6** *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, or understatement).*
  - **CCSS.ELA-Literacy.L.11-12.5a** *Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.*

## 2. ELEMENTS OF LITERATURE 2

- **CHARACTERS AND CONFLICT**

  - **CCSS.ELA-Literacy.RL.11-12.3** *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).*

- **CHARACTER TYPES**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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).*
  - **CCSS.ELA-Literacy.RL.11-12.5** *Analyze how an author's 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**
  - **CCSS.ELA-Literacy.RL.11-12.2** *Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*

- **RESOLUTIONS**
  - **CCSS.ELA-Literacy.RL.11-12.5** *Analyze how an author's 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.*

## 4. ELEMENTS OF LITERATURE 4

- **SETTING**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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**
  - **CCSS.ELA-Literacy.RL.11-12.1** *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.*
  - **CCSS.ELA-Literacy.RI.11-12.1** *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.*

- **DRAWING CONCLUSIONS**
  - **CCSS.ELA-Literacy.RL.11-12.1** *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.*

- CCSS.ELA-Literacy.RI.11-12.1 *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.*

## 6. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**
  - CCSS.ELA-Literacy.RL.11-12.1 *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.*
  - CCSS.ELA-Literacy.RL.11-12.2 *Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*
  - CCSS.ELA-Literacy.RI.11-12.1 *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.*
  - CCSS.ELA-Literacy.RI.11-12.2 *Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.*
  - CCSS.ELA-Literacy.RI.11-12.3 *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).*
  - CCSS.ELA-Literacy.RI.11-12.3 *Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.*

- **DETERMING AUTHOR'S PURPOSE**
  - CCSS.ELA-Literacy.RI.11-12.6 *Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.*

- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - CCSS.ELA-Literacy.RI.11-12.2 *Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.*
  - CCSS.ELA-Literacy.RL.11-12.2 *Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*

## 7. GENRES

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**
  - CCSS.ELA-Literacy.RL.11-12.9 *Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.*

- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**
  - CCSS.ELA-Literacy.RL.11-12.9 *Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.*

- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**
  - CCSS.ELA-Literacy.RL.11-12.9 *Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.*

## 8. AUTHOR'S VOICE AND METHOD 1

- **ANALYZING AUTHOR'S STYLE**
  - CCSS.ELA-Literacy.RI.11-12.6 *Determine an author's point of view or purpose in a text in which the rhetoric is particularly*

*effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.*

- **ANALYZING AUTHOR'S PERSPECTIVE**
  - **CCSS.ELA-Literacy.RI.11-12.6** *Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.*

- **SENTENCE STYLE**
  - **CCSS.ELA-Literacy.RI.11-12.6** *Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.*
  - **CCSS.ELA-Literacy.L.11-12.3a** *Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.*

## 9. AUTHOR'S VOICE AND METHOD 2

- **HYPERBOLE AND UNDERSTATEMENT**
  - **CCSS.ELA-Literacy.RL.11-12.6** *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, or understatement).*
  - **CCSS.ELA-Literacy.L.11-12.5a** *Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.*

- **OXYMORON AND PARADOX**
  - **CCSS.ELA-Literacy.L.11-12.5a** *Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.*
  - **CCSS.ELA-Literacy.RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*

- **TONE AND MOOD**
  - **CCSS.ELA-Literacy.RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*

- **WORD CHOICE**
  - **CCSS.ELA-Literacy.RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*

## 10. STRATEGY

- **CENTRAL IDEAS**
  - **CCSS.ELA-Literacy.RI.11-12.2** *Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.*
  - **CCSS.ELA-Literacy.RI.11-12.3** *Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.*

- **ANALYZING EFFECTIVE TEXT STRUCTURES**
  - **CCSS.ELA-Literacy.RI.11-12.5** *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**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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).

- ○ **CCSS.ELA-Literacy.RL.11-12.5** *Analyze how an author's 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.*

- **ANALYZING LANGUAGE**

  - ○ **CCSS.ELA-Literacy.RI.11-12.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).*

- **RHETORICAL TECHNIQUES**

  - ○ **CCSS.ELA-Literacy.RI.11-12.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).*

  - ○ **CCSS.ELA-Literacy.RI.11-12.6** *Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.*

  - ○ **CCSS.ELA-Literacy.RI.11-12.9** *Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.*

## 11. TEXT CONNECTIONS 1

- **ANALYZING INTERPRETATIONS OF FICTION**

  - ○ **CCSS.ELA-Literacy.RL.11-12.7** *Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.*

- **ANALYZING INTERPRETATIONS OF NONFICTION**

  - ○ **CCSS.ELA-Literacy.RI.11-12.7** *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.*

  - ○ **CCSS.ELA-Literacy.RI.11-12.10b** *By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.*

- **PRINT AND NONPRINT TEXTS**

  - ○ **CCSS.ELA-Literacy.RI.11-12.7** *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.*

## 12. TEXT CONNECTIONS 2

- **FOUNDATIONAL U.S. DOCUMENTS II**

  - ○ **CCSS.ELA-Literacy.RI.11-12.9** *Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.*

  - ○ **CCSS.ELA-Literacy.W.11-12.9b** *Apply grades 11–12 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**

  - ○ **CCSS.ELA-Literacy.RI.11-12.8** *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).*

## 13. TEXT ORGANIZATION 1

- **CAUSE AND EFFECT**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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).*
  - **CCSS.ELA-Literacy.RI.11-12.3** *Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.*

- **COMPARE AND CONTRAST**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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).*
  - **CCSS.ELA-Literacy.RI.11-12.3** *Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.*

- **VISUAL AIDS**
  - **CCSS.ELA-Literacy.RI.11-12.7** *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.*

## 14. TEXT ORGANIZATION 2

- **CHRONOLOGY AND SEQUENCING**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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).*
  - **CCSS.ELA-Literacy.RL.11-12.5** *Analyze how an author's 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.*
  - **CCSS.ELA-Literacy.RI.11-12.3** *Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.*

- **FLASHBACK AND FRAMING**
  - **CCSS.ELA-Literacy.RL.11-12.3** *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).*
  - **CCSS.ELA-Literacy.RL.11-12.5** *Analyze how an author's 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.*

## 15. SENTENCE STRUCTURE

- **SENTENCE STRUCTURE**
  - **CCSS.ELA-Literacy.L.11-12.3a** *Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.*

- **RESTRICTIVE AND NONRESTRICTIVE CLAUSES**

- **APPOSITIVE AND ABSOLUTE PHRASES**
  - **CCSS.ELA-Literacy.L.11-12.3a** *Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.*

- **PARALLELISM AND VERB TENSE**
  - **CCSS.ELA-Literacy.W.11-12.5** *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.*

## 16. SENTENCE STYLE

- **SUBJECT-VERB AGREEMENT**

- **MODIFIERS**

- **PRONOUN-ANTECEDENT AGREEMENT**

- **PRONOUN CASE**
  - **CCSS.ELA-Literacy.W.11-12.5** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

- **PRONOUN SHIFTS AND AMBIGUITY**
  - **CCSS.ELA-Literacy.W.11-12.5** *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.*

## 17. PUNCTUATION

- **COLONS AND SEMICOLONS**

- **COMMAS WITH PHRASES AND CLAUSES**
  - **CCSS.ELA-Literacy.W.11-12.5** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

- **END MARKS**

- **DASHES AND HYPHENS**
  - **CCSS.ELA-Literacy.L.11-12.2a** *Observe hyphenation conventions.*

## 18. CONTEXTUAL CLUES

- **USING CONTEXT CLUES**
  - **CCSS.ELA-Literacy.RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
  - **CCSS.ELA-Literacy.RI.11-12.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).*
  - **CCSS.ELA-Literacy.L.11-12.4a** *Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.*
  - **CCSS.ELA-Literacy.L.11-12.4d** *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**
  - **CCSS.ELA-Literacy.RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
  - **CCSS.ELA-Literacy.L.11-12.4a** *Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.*
  - **CCSS.ELA-Literacy.L.11-12.5a** *Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.*
  - **CCSS.ELA-Literacy.RI.11-12.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).*

- **WORD PATTERNS**
  - **CCSS.ELA-Literacy.L.11-12.4b** *Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).*

- **CONNOTATION AND DENOTATION**
  - **CCSS.ELA-Literacy.RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
  - **CCSS.ELA-Literacy.RI.11-12.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).*
  - **CCSS.ELA-Literacy.L.11-12.4a** *Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.*
  - **CCSS.ELA-Literacy.L.11-12.5b** *Analyze nuances in the meaning of words with similar denotations.*

## 19. USAGE

- **FORMAL AND INFORMAL LANGUAGE**
  - **CCSS.ELA-Literacy.RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
  - **CCSS.ELA-Literacy.RI.11-12.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).*

- **USING THE DICTIONARY AND THESAURUS**
  - **CCSS.ELA-Literacy.L.11-12.4c** *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.*
  - **CCSS.ELA-Literacy.L.11-12.4d** *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).*
  - **CCSS.ELA-Literacy.L.11-12.5b** *Analyze nuances in the meaning of words with similar denotations.*

- **CHANGING LANGUAGE CONVENTIONS**
  - **CCSS.ELA-Literacy.L.11-12.1a** *Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.*
  - **CCSS.ELA-Literacy.L.11-12.1b** *Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.*

- **SPELLING RULES**
  - **CCSS.ELA-Literacy.L.11-12.2b** *Spell correctly.*

## 20. BUILDING AN ESSAY 1

- **DETERMINING APPROPRIATE ESSAY FORMAT**
  - **CCSS.ELA-Literacy.W.11-12.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

- **INTRODUCTIONS**
  - **CCSS.ELA-Literacy.W.11-12.2a** *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**
  - **CCSS.ELA-Literacy.W.11-12.1e** *Provide a concluding statement or section that follows from and supports the argument presented.*
  - **CCSS.ELA-Literacy.W.11-12.2f** *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).*

## 21. BUILDING AN ESSAY 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - **CCSS.ELA-Literacy.SL.11-12.5** *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.*
  - **CCSS.ELA-Literacy.W.11-12.2a** *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.*
  - **CCSS.ELA-Literacy.SL.11-12.2** *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.*

- **WRITING AND TECHNOLOGY**
  - **CCSS.ELA-Literacy.W.11-12.6** *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.*

- **SHORT NARRATIVES**
  - **CCSS.ELA-Literacy.W.11-12.3a** *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; create a smooth progression of experiences or events.*
  - **CCSS.ELA-Literacy.W.11-12.3b** *Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.*
  - **CCSS.ELA-Literacy.W.11-12.3c** *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).*
  - **CCSS.ELA-Literacy.W.11-12.3d** *Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*

- **NARRATIVE TECHNIQUES**
  - **CCSS.ELA-Literacy.W.11-12.3b** *Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.*
  - **CCSS.ELA-Literacy.W.11-12.3c** *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).*
  - **CCSS.ELA-Literacy.W.11-12.3a** *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; create a smooth progression of experiences or events.*
  - **CCSS.ELA-Literacy.W.11-12.3d** *Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*
  - **CCSS.ELA-Literacy.W.11-12.3e** *Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.*

## 22. EXPOSITORY WRITING

- **EXPOSITORY ESSAYS**
  - **CCSS.ELA-Literacy.W.11-12.2a** *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.*
  - **CCSS.ELA-Literacy.W.11-12.2b** *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.*
  - **CCSS.ELA-Literacy.W.11-12.2f** *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).*

- **EXPOSITORY THESIS STATEMENTS**
  - **CCSS.ELA-Literacy.W.11-12.2a** *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**
  - **CCSS.ELA-Literacy.W.11-12.2b** *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.*
  - **CCSS.ELA-Literacy.W.11-12.2a** *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.*
  - **CCSS.ELA-Literacy.W.11-12.2c** *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.*

## 23. ARGUMENTATIVE WRITING

- **ARGUMENTATIVE ESSAYS**
  - **CCSS.ELA-Literacy.W.11-12.1a** *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.*
  - **CCSS.ELA-Literacy.W.11-12.1b** *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.*
  - **CCSS.ELA-Literacy.W.11-12.1e** *Provide a concluding statement or section that follows from and supports the argument presented.*

- **ARGUMENTATIVE CLAIMS**
  - **CCSS.ELA-Literacy.W.11-12.1a** *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**
  - **CCSS.ELA-Literacy.W.11-12.1b** *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.*
  - **CCSS.ELA-Literacy.W.11-12.1c** *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.*

- **TYPES OF EVIDENCE**
  - **CCSS.ELA-Literacy.W.11-12.2b** *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.*

- **CLAIMS AND COUNTERCLAIMS**
  - **CCSS.ELA-Literacy.W.11-12.1b** *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.*

## 24. RESEARCH

- **REFINING A RESEARCH QUESTION**

- ○ **CCSS.ELA-Literacy.W.11-12.7** *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*
- ○ **CCSS.ELA-Literacy.W.11-12.8** *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**
  - ○ **CCSS.ELA-Literacy.W.11-12.8** *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**
  - ○ **CCSS.ELA-Literacy.W.11-12.8** *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.*

## 25. REVISION CONSIDERATIONS

- **PREWRITING**
  - ○ **CCSS.ELA-Literacy.W.11-12.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
  - ○ **CCSS.ELA-Literacy.W.11-12.5** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

- **UNITY AND FOCUS**
  - ○ **CCSS.ELA-Literacy.W.11-12.2a** *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.*
  - ○ **CCSS.ELA-Literacy.W.11-12.5** *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**
  - ○ **CCSS.ELA-Literacy.W.11-12.1c** *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.*
  - ○ **CCSS.ELA-Literacy.W.11-12.5** *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.*

- **TRANSITIONAL ELEMENTS**
  - ○ **CCSS.ELA-Literacy.W.11-12.1c** *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.*
  - ○ **CCSS.ELA-Literacy.W.11-12.2c** *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.*
  - ○ **CCSS.ELA-Literacy.W.11-12.5** *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**
  - ○ **CCSS.ELA-Literacy.W.11-12.1d** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

- CCSS.ELA-Literacy.W.11-12.2e *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
- CCSS.ELA-Literacy.W.11-12.2d *Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.*

## 26. SPEAKING AND LISTENING

- **DISCUSSION GUIDELINES**
  - CCSS.ELA-Literacy.SL.11-12.1a *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.*
  - CCSS.ELA-Literacy.SL.11-12.1b *Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.*
  - CCSS.ELA-Literacy.SL.11-12.1c *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.*
  - CCSS.ELA-Literacy.SL.11-12.1d *Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.*

- **ANALYZING AND DEVELOPING A SPEECH**
  - CCSS.ELA-Literacy.SL.11-12.3 *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.*
  - CCSS.ELA-Literacy.SL.11-12.4 *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.*