

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

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

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

1. ELEMENTS OF LITERATURE 1

• IMAGERY

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

• FIGURATIVE LANGUAGE

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

• SYMBOLISM AND ALLEGORY

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

2. ELEMENTS OF LITERATURE 2

● CONFLICT

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

● CHARACTER TYPES

- **RL.11-12.3** Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.
- **RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- **RL.11-12.6** Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
- **RL.11-12.2** 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.

● FORESHADOWING AND SUSPENSE

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

3. ELEMENTS OF LITERATURE 3

● PLOT

- **RL.11-12.3** Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.
- **RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- **RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

● THEME

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

● RESOLUTIONS

- **RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- **RL.11-12.3** Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.
- **RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

4. ELEMENTS OF LITERATURE 4

● SETTING

- **RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- **RL.11-12.3** Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.
- **RL.11-12.9** Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.
- **RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

● POINT OF VIEW I

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

● POINT OF VIEW II

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

5. READING STRATEGIES 1

● MAKING INFERENCES

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

● DRAWING CONCLUSIONS

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

drawn from the text.

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

6. READING STRATEGIES 2

● IMPLIED MAIN IDEA

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

● DETERMINING AUTHOR'S PURPOSE

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

● SUMMARY, ANALYSIS, AND CRITIQUE

- **RL.11-12.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
- **RI.11-12.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

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

7. GENRES

● FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY

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

● FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY

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

● FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY

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

8. AUTHOR'S VOICE AND METHOD 1

● ANALYZING AUTHOR'S STYLE

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

● HYPERBOLE AND UNDERSTATEMENT

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **L.11-12.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.11-12.5a** Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
- **RL.11-12.6** Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
- **RI.11-12.6** Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

● IRONY AND SARCASM

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **RI.11-12.6** Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **L.11-12.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.11-12.5a** Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
- **L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.
- **RL.11-12.6** Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.

9. AUTHOR'S VOICE AND METHOD 2

● OXYMORON AND PARADOX

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **L.11-12.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.11-12.5a** Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
- **RL.11-12.1** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- **RL.11-12.3** Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.
- **RL.11-12.6** Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.
- **RI.11-12.6** Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

● TONE AND MOOD

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.

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

- **WORD CHOICE**

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

10. STRATEGY 1

- **CENTRAL IDEAS**

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

- **ANALYZING EFFECTIVE TEXT STRUCTURES**

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

11. STRATEGY 2

● RHETORICAL TECHNIQUES

- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **RI.11-12.6** Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- **RI.11-12.8** Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
- **RI.11-12.9** Analyze documents of historical and literary significance, including how they address related themes and concepts.

● ANALYZING LANGUAGE

- **RI.11-12.6** Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **L.11-12.1a** Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.
- **L.11-12.3a** Apply an understanding of syntax to the study of complex texts when reading.
- **L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **C.11-12.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

● ANALYZING AND DEVELOPING A SPEECH

- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- **RI.11-12.6** Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **RI.11-12.8** Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
- **C.11-12.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.11-12.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.11-12.1c** Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
- **C.11-12.1e** Establish and maintain a task appropriate writing style.

12. TEXT CONNECTIONS 1

● ANALYZING INTERPRETATIONS OF FICTION

- **RL.11-12.7** Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.
- **C.11-12.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

● ANALYZING INTERPRETATIONS OF NONFICTION

- **RI.11-12.6** Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.
- **RI.11-12.8** Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
- **C.11-12.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,

demonstrating understanding of the subject under investigation.

- **RI.11-12.10** *By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.*

- **PRINT AND NONPRINT TEXTS**

- **RI.11-12.6** *Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.*
- **RI.11-12.7** *Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.*

13. TEXT CONNECTIONS 2

- **FOUNDATIONAL U.S. DOCUMENTS**

- **RI.11-12.1** *Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **RI.11-12.6** *Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.*
- **RI.11-12.9** *Analyze documents of historical and literary significance, including how they address related themes and concepts.*
- **RI.11-12.8** *Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.*
- **RI.11-12.5** *Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.*

- **CONSTITUTIONAL PRINCIPLES**

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

14. TEXT ORGANIZATION 1

- **CAUSE AND EFFECT**

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

- **COMPARE AND CONTRAST**

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

- **VISUAL AIDS**

15. TEXT ORGANIZATION 2

- **CHRONOLOGY AND SEQUENCING**

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

- **FLASHBACK AND FRAMING**

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

16. SENTENCE STRUCTURE

- **SENTENCE STRUCTURE**

- **L.11-12.2a** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **L.11-12.3b** Vary syntax for effect in writing and speaking, consulting references for guidance as needed.
- **C.11-12.3g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **PARALLELISM AND VERB TENSE**

- **L.11-12.2a** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **L.11-12.3a** Apply an understanding of syntax to the study of complex texts when reading.
- **C.11-12.2h** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **L.11-12.3b** Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

- **SUBJECT-VERB AGREEMENT**

- **L.11-12.2a** *Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.*
- **L.11-12.3b** *Vary syntax for effect in writing and speaking, consulting references for guidance as needed.*
- **C.11-12.2h** *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 1

● COLONS AND SEMICOLONS

- **L.11-12.2a** *Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.*
- **L.11-12.3a** *Apply an understanding of syntax to the study of complex texts when reading.*
- **L.11-12.1a** *Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.*
- **L.11-12.3b** *Vary syntax for effect in writing and speaking, consulting references for guidance as needed.*

● COMMAS WITH PHRASES AND CLAUSES

- **L.11-12.2a** *Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.*
- **L.11-12.3a** *Apply an understanding of syntax to the study of complex texts when reading.*
- **L.11-12.3b** *Vary syntax for effect in writing and speaking, consulting references for guidance as needed.*

18. PUNCTUATION 2

● END MARKS

- **L.11-12.2a** *Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.*
- **L.11-12.3b** *Vary syntax for effect in writing and speaking, consulting references for guidance as needed.*

● DASHES AND HYPHENS

- **L.11-12.2a** *Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.*
- **L.11-12.3a** *Apply an understanding of syntax to the study of complex texts when reading.*
- **C.11-12.2h** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **L.11-12.3b** *Vary syntax for effect in writing and speaking, consulting references for guidance as needed.*

19. CONTEXTUAL CLUES 1

● USING CONTEXTUAL CLUES

- **RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.*
- **RI.11-12.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.*
- **L.11-12.4a** *Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.*

● ANALYZING FIGURES OF SPEECH AND IDIOMS

- **RL.11-12.4** *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.*
- **RI.11-12.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.*
- **L.11-12.5a** *Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.*

- **L.11-12.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

20. CONTEXTUAL CLUES 2

• WORD PATTERNS

- **L.11-12.3a** Apply an understanding of syntax to the study of complex texts when reading.
- **L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

• CONNOTATION AND DENOTATION

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **L.11-12.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

21. USAGE 1

• FORMAL AND INFORMAL LANGUAGE

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
- **C.11-12.2e** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
- **L.11-12.4d** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- **RI.11-12.6** Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.
- **C.11-12.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **L.11-12.1a** Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.
- **L.11-12.1b** Resolve issues of complex or contested usage, consulting references as needed.

• USING THE DICTIONARY AND THESAURUS

- **L.11-12.3a** Apply an understanding of syntax to the study of complex texts when reading.
- **L.11-12.3b** Vary syntax for effect in writing and speaking, consulting references for guidance as needed.
- **L.11-12.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.11-12.4c** Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **L.11-12.4d** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

22. USAGE 2

• CHANGING LANGUAGE CONVENTIONS

- **L.11-12.1a** Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.

- **L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- **L.11-12.4c** Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **L.11-12.1b** Resolve issues of complex or contested usage, consulting references as needed.

- **SPELLING RULES**

- **C.11-12.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.11-12.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.11-12.2a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.11-12.2h** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.11-12.3a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **L.11-12.2a** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **C.11-12.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

23. BUILDING AN ESSAY 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- **C.11-12.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.11-12.2a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.11-12.3a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.11-12.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.11-12.2h** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.11-12.3g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **INTRODUCTIONS**

- **C.11-12.1b** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
- **C.11-12.2b** Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

- **CONCLUSIONS**

- **C.11-12.1f** Provide a concluding statement or section that follows from and supports the argument presented.
- **C.11-12.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

24. BUILDING AN ESSAY 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- **RI.11-12.6** Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
- **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.
- **C.11-12.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **C.11-12.2b** Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
- **C.11-12.2c** 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.
- **C.11-12.4** Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

● WRITING AND TECHNOLOGY

- **C.11-12.4** Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- **C.11-12.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **C.11-12.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **C.11-12.2b** Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.

25. NARRATIVE WRITING

● SHORT NARRATIVES

- **C.11-12.3a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.11-12.3b** Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **C.11-12.3c** Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- **C.11-12.3d** 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.
- **C.11-12.3e** Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- **C.11-12.3f** Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- **C.11-12.3g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.11-12.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

● NARRATIVE TECHNIQUES

- **C.11-12.3b** Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- **C.11-12.3c** Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- **C.11-12.3d** 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.
- **C.11-12.3f** Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- **C.11-12.3g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.11-12.3a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

26. EXPOSITORY WRITING

● EXPOSITORY THESIS STATEMENTS

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

● EXPOSITORY PARAGRAPH DEVELOPMENT

- **C.11-12.2a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.11-12.2c** 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.
- **C.11-12.2b** Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
- **C.11-12.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **C.11-12.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- **C.11-12.2d** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.

● EXPOSITORY ESSAYS

- **C.11-12.2b** Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
- **C.11-12.2c** 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.
- **C.11-12.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **C.11-12.2e** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
- **C.11-12.2f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

27. ARGUMENTATIVE WRITING I

● TYPES OF EVIDENCE

- **C.11-12.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

- **C.11-12.1b** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
- **C.11-12.1c** Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
- **C.11-12.1e** Establish and maintain a task appropriate writing style.
- **RI.11-12.8** Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.

- **CLAIMS AND COUNTERCLAIMS**

- **RI.11-12.8** Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
- **C.11-12.1b** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
- **C.11-12.1d** Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.
- **C.11-12.1c** Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
- **C.11-12.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.11-12.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **C.11-12.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.11-12.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

28. ARGUMENTATIVE WRITING 2

- **ARGUMENTATIVE CLAIMS**

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

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- **C.11-12.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.11-12.1b** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
- **C.11-12.1c** Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns,

values and possible biases.

- **C.11-12.1g** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **C.11-12.1d** Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.
- **C.11-12.1f** Provide a concluding statement or section that follows from and supports the argument presented.

● ARGUMENTATIVE ESSAYS

- **C.11-12.1b** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
- **C.11-12.1c** Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
- **C.11-12.1f** Provide a concluding statement or section that follows from and supports the argument presented.

29. RESEARCH

● REFINING A RESEARCH QUESTION

- **C.11-12.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **C.11-12.4** Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- **C.11-12.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

● GATHERING INFORMATION

- **C.11-12.4** Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- **C.11-12.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **C.11-12.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

● AVOIDING PLAGIARISM

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

30. REVISION CONSIDERATIONS 1

● PREWRITING

- **C.11-12.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task,

purpose and audience.

- **C.11-12.1g** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **C.11-12.2a** *Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.*
- **C.11-12.2b** *Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.*
- **C.11-12.2h** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **C.11-12.3g** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

● **UNITY AND FOCUS**

- **C.11-12.1a** *Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.*
- **C.11-12.1b** *Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.*
- **C.11-12.1g** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **C.11-12.2a** *Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.*
- **C.11-12.2b** *Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.*
- **C.11-12.2h** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **C.11-12.3a** *Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.*
- **C.11-12.3g** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

● **WORDINESS AND REDUNDANCY**

- **C.11-12.1g** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **C.11-12.2e** *Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.*
- **C.11-12.2h** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **C.11-12.3g** *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.*

31. REVISION CONSIDERATIONS 2

● **TRANSITIONAL ELEMENTS**

- **C.11-12.1d** *Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.*
- **C.11-12.2d** *Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.*
- **C.11-12.1a** *Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.*
- **C.11-12.1g** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **C.11-12.2a** *Produce clear and coherent writing in which the development, organization and style are appropriate to task,*

purpose and audience.

- **C.11-12.2h** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **C.11-12.3e** *Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.*

- **MAINTAINING A FORMAL STYLE**

- **C.11-12.1e** *Establish and maintain a task appropriate writing style.*
- **C.11-12.2f** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
- **C.11-12.2h** *Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **C.11-12.2e** *Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.*
- **C.11-12.3e** *Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.*
- **L.11-12.4d** *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*