

Arkansas Tutorials are designed specifically for the Arkansas Standards found in the Curriculum Framework documents to prepare students for the ACT Aspire in English, reading, writing, math and science tests.

English Tutorials offers 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 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

- **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.*
- **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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
- **L.11-12.5.A** *Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.*

### • SYMBOLISM AND ALLEGORY

- **RL.11-12.3** *Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.*
- **RL.11-12.6** *Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).*

## 2. ELEMENTS OF LITERATURE 2

### • CONFLICT

- **RL.11-12.3** *Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.*
- **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.

- **CHARACTER TYPES**

- **RL.11-12.3** Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

- **FORESHADOWING AND SUSPENSE**

- **RL.11-12.3** Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

### 3. PLOT AND THEME

- **PLOT**

- **RL.11-12.3** Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
- **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.

- **THEME**

- **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.
- **RL.11-12.2** Examine a grade-appropriate literary text. Provide an objective summary. 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.

- **RESOLUTIONS**

- **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. SETTING AND POINT OF VIEW

- **SETTING**

- **RL.11-12.3** Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

- **POINT OF VIEW I**

- **RL.11-12.3** Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

- **POINT OF VIEW II**

- **RL.11-12.3** Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

### 5. READING STRATEGIES 1

- **MAKING INFERENCES**

- **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.
- **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.

- **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.

- **DRAWING CONCLUSIONS**

- **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.
- **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.
- **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.

## 6. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **RL.11-12.2** Examine a grade-appropriate literary text. Provide an objective summary. 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** Examine a grade-appropriate informational text. Provide an objective summary of the text. 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.
- **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.
- **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.
- **RL.11-12.3** Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.
- **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.

- **DETERMINING AUTHOR'S PURPOSE**

- **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.
- **RI.11-12.2** Examine a grade-appropriate informational text. Provide an objective summary of the text. 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.
- **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **RI.11-12.6** Determine an author's point of view, perspective, 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**

- **RL.11-12.2** Examine a grade-appropriate literary text. Provide an objective summary. 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** Examine a grade-appropriate informational text. Provide an objective summary of the text. 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.
- **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.

## 7. GENRES

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**

- **RL.11-12.9** Analyze how two or more influential literary works from the same time period address similar themes or topics.
- **W.11-12.9.A** Apply Grades 11-12 Reading standards to literature.

- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**

- **RL.11-12.9** Analyze how two or more influential literary works from the same time period address similar themes or topics.
- **W.11-12.9.A** Apply Grades 11-12 Reading standards to literature.

- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**

- **RL.11-12.9** Analyze how two or more influential literary works from the same time period address similar themes or topics.
- **W.11-12.9.A** Apply Grades 11-12 Reading standards to literature.

## 8. AUTHOR'S VOICE AND METHOD 1

- **ANALYZING AUTHOR'S STYLE**

- **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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RI.11-12.6** Determine an author's point of view, perspective, 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.

- **HYPERBOLE AND UNDERSTATEMENT**

- **L.11-12.5.A** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- **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.
- **RL.11-12.6** Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- **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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RL.11-12.6** Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- **L.11-12.5.A** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

## 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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **L.11-12.5.A** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- **TO NE 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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

- **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 impact of specific word choices on meaning and tone, including words with multiple meanings or

language that is particularly fresh, engaging, or beautiful.

- **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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **L.11-12.5.A** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- **L.11-12.5.B** Analyze nuances in the meaning of words with similar denotations.

## 10. STRATEGY 1

### ● CENTRAL IDEAS

- **RL.11-12.2** Examine a grade-appropriate literary text. Provide an objective summary. 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** Examine a grade-appropriate informational text. Provide an objective summary of the text. 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.
- **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, including whether the structure makes points clear, convincing, and engaging.

### ● ANALYZING EFFECTIVE TEXT STRUCTURES

- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.

## 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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RI.11-12.6** Determine an author's point of view, perspective, 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.
- **RI.11-12.9** Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their themes, purposes, and rhetorical features.

### ● ANALYZING LANGUAGE

- **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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

## 12. TEXT CONNECTIONS

### ● ANALYZING INTERPRETATIONS OF FICTION

- **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.
- **RL.11-12.10a** By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### ● ANALYZING INTERPRETATIONS OF NONFICTION

- **RI.11-12.7** Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.
- **RI.11-12.10a** By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- **PRINT AND NONPRINT TEXTS**

- **RI.11-12.7** *Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.*

## 13. HISTORICAL DOCUMENTS

- **FOUNDATIONAL U.S. DOCUMENTS**

- **RI.11-12.9** *Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their themes, purposes, and rhetorical features.*
- **RI.11-12.6** *Determine an author's point of view, perspective, 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.*

- **CONSTITUTIONAL PRINCIPLES**

- **RI.11-12.8** *Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.*
- **W.11-12.9.B** *Apply Grades 11-12 Reading standards to informational texts.*

## 14. TEXT ORGANIZATION 1

- **CAUSE AND EFFECT**

- **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.*
- **RL.11-12.3** *Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.*

- **COMPARE AND CONTRAST**

- **RL.11-12.3** *Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.*
- **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**

## 15. TEXT ORGANIZATION 2

- **CHRONOLOGY AND SEQUENCING**

- **RL.11-12.3** *Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.*
- **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**

- **RL.11-12.3** *Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.*
- **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.*

## 16. SENTENCE STRUCTURE 1

- **SENTENCE STRUCTURE**

- **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.*

- **L.11-12.1.H** *This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.*
- **L.11-12.3.A** *Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.*
- **L.11-12.3.B** *Apply an understanding of syntax to the study of complex texts when reading.*

- **NOUNS AND CAPITALIZATION**

- **L.11-12.2.A** *This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.*

## 17. SENTENCE STRUCTURE 2

- **MODIFIERS**

- **L.11-12.1.F** *Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

- **SUBJECT-VERB AGREEMENT**

- **L.11-12.1.D** *Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.*
- **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.*
- **L.11-12.3.A** *Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.*
- **L.11-12.3.B** *Apply an understanding of syntax to the study of complex texts when reading.*

## 18. VERB USAGE

- **PARALLELISM AND VERB TENSE**

- **L.11-12.1.C** *Form and use correctly the full range of verb tenses and moods.*
- **L.11-12.1.D** *Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.*
- **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.*
- **L.11-12.3.A** *Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.*
- **L.11-12.3.B** *Apply an understanding of syntax to the study of complex texts when reading.*

- **VERB TENSE AND VOICE**

- **L.11-12.1.C** *Form and use correctly the full range of verb tenses and moods.*
- **L.11-12.1.D** *Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.*

- **VERB MOOD**

- **L.11-12.1.C** *Form and use correctly the full range of verb tenses and moods.*
- **L.11-12.1.D** *Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.*

## 19. PUNCTUATION 1

- **PUNCTUATION**

- **L.11-12.2.C** *Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.*

- **COLONS AND SEMICOLONS**

- **L.11-12.2.B** *Observe hyphenation conventions.*
- **L.11-12.2.C** *Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.*

- **COMMAS WITH PHRASES AND CLAUSES**

- **L.11-12.2.C** *Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.*
- **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.*

- **L.11-12.2.B** *Observe hyphenation conventions.*

## 20. PUNCTUATION 2

### ● END MARKS

- **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.*
- **L.11-12.2.B** *Observe hyphenation conventions.*

### ● DASHES AND HYPHENS

- **L.11-12.2.B** *Observe hyphenation conventions.*
- **L.11-12.2.C** *Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.*

## 21. 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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
- **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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
- **L.11-12.4.A** *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.*
- **L.11-12.4.D** *Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).*

### ● ANALYZING FIGURES OF SPEECH AND IDIOMS

- **L.11-12.5.A** *Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.*
- **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.*
- **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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
- **L.11-12.4.A** *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.*

## 22. CONTEXTUAL CLUES 2

### ● WORD PATTERNS

- **L.11-12.4.B** *Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).*

### ● 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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
- **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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
- **L.11-12.5.B** *Analyze nuances in the meaning of words with similar denotations.*
- **L.11-12.4.A** *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.

- **L.11-12.5.C** This standard is taught in Grade 8 and should be reinforced as needed. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

## 23. USING GUIDES

### ● USING THE DICTIONARY AND THESAURUS

- **L.11-12.3.A** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed.
- **L.11-12.3.B** Apply an understanding of syntax to the study of complex texts when reading.
- **L.11-12.4.C** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- **L.11-12.4.D** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.11-12.5.B** Analyze nuances in the meaning of words with similar denotations.
- **L.11-12.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### ● 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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **W.11-12.1.D** Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.
- **W.11-12.2.E** Establish and maintain a formal style, objective tone, and appropriate format within norms and conventions of the discipline.
- **SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or formal English when indicated or appropriate.

## 24. USAGE

### ● CHANGING LANGUAGE CONVENTIONS

- **L.11-12.1.A** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- **L.11-12.1.B** 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

- **L.11-12.2.D** Spell correctly.

## 25. BUILDING AN ESSAY

### ● DETERMINING AN APPROPRIATE ESSAY FORMAT

- **W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **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.

### ● INTRODUCTIONS

- **W.11-12.2.A** 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; when useful, include headings, graphics, and multimedia to aid in comprehension.

- **CONCLUSIONS**

- **W.11-12.1.E** Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
- **W.11-12.2.F** Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## 26. TECHNOLOGY

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **W.11-12.2.A** 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; when useful, include headings, graphics, and multimedia to aid in comprehension.
- **W.11-12.2.B** Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
- **SL.11-12.2** Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- **WRITING AND TECHNOLOGY**

- **W.11-12.6** 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.

## 27. NARRATIVE WRITING

- **SHORT NARRATIVES**

- **W.11-12.3.E** Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.
- **W.11-12.3.A** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **W.11-12.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **W.11-12.3.C** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- **W.11-12.3.D** Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.

- **NARRATIVE TECHNIQUES**

- **W.11-12.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **W.11-12.3.A** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of view/perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **W.11-12.3.C** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- **W.11-12.3.D** Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.

## 28. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **W.11-12.2.A** 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; when useful, include headings, graphics, and multimedia to aid in comprehension.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **W.11-12.2.B** *Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.*
- **W.11-12.2.A** *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; when useful, include headings, graphics, and multimedia to aid in comprehension.*
- **W.11-12.2.C** *Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*

- **EXPOSITORY ESSAYS**

- **W.11-12.1.E** *Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).*
- **W.11-12.2.A** *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; when useful, include headings, graphics, and multimedia to aid in comprehension.*
- **W.11-12.2.B** *Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.*
- **W.11-12.2.C** *Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*
- **W.11-12.2.F** *Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).*

## 29. ARGUMENTATIVE WRITING 1

- **TYPES OF EVIDENCE**

- **W.11-12.1.A** *Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.*
- **W.11-12.2.B** *Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.*
- **W.11-12.1.B** *Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.*

- **CLAIMS AND COUNTERCLAIMS**

- **W.11-12.1.A** *Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.*
- **W.11-12.1.B** *Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary 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.*

## 30. ARGUMENTATIVE WRITING 2

- **ARGUMENTATIVE CLAIMS**

- **W.11-12.1.A** *Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.*
- **W.11-12.1.C** *Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.*

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- **W.11-12.1.A** *Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from*

alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- **W.11-12.1.B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary 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.
- **W.11-12.1.C** Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.

### ● ARGUMENTATIVE ESSAYS

- **W.11-12.1.A** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- **W.11-12.1.B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary 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.
- **W.11-12.1.E** Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).

## 31. RESEARCH

### ● REFINING A RESEARCH QUESTION

- **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.
- **W.11-12.8** Gather relevant information from multiple credible 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. Follow a standard format for citation.

### ● GATHERING INFORMATION

- **W.11-12.8** Gather relevant information from multiple credible 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. Follow a standard format for citation.

### ● AVOIDING PLAGIARISM

- **W.11-12.8** Gather relevant information from multiple credible 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. Follow a standard format for citation.

## 32. REVISION CONSIDERATIONS 1

### ● PREWRITING

- **W.11-12.2.A** 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; when useful, include headings, graphics, and multimedia to aid in comprehension.
- **W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **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

- **W.11-12.2.A** 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; when useful, include headings, graphics, and multimedia to aid in comprehension.
- **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**

- **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.

### 33. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **W.11-12.1.C** Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.
- **W.11-12.2.C** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **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**

- **W.11-12.1.D** Establish and maintain an appropriate style, tone, and format within the norms and conventions of the discipline.
- **W.11-12.2.D** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **W.11-12.2.E** Establish and maintain a formal style, objective tone, and appropriate format within norms and conventions of the discipline.
- **L.11-12.1.A** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- **L.11-12.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### 34. SPEAKING AND LISTENING

- **DISCUSSION GUIDELINES**

- **SL.11-12.1.A** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.11-12.1.B** Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- **SL.11-12.1.C** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- **SL.11-12.1.D** 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**

- **SL.11-12.3** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **SL.11-12.4** 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.