

Tennessee Tutorials are designed specifically for the Tennessee Academic Standards to prepare students for the Tennessee Comprehensive Assessment Program (TCAP) and the TNReady assessments.

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

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

1. ELEMENTS OF LITERATURE 1

• IMAGERY

- **11-12.L.KL.3** *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.*
- **11-12.RL.CS.4** *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.*

• FIGURATIVE LANGUAGE

- **11-12.L.KL.3** *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.*
- **11-12.L.VAU.5** *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.*
- **11-12.RL.CS.4** *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.*
- **11-12.RI.CS.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.*
- **11-12.W.TTP.3.g** *Use appropriate language and techniques, such as metaphor, simile, and analogy.*

• SYMBOLISM AND ALLEGORY

- **11-12.L.VAU.5** *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.*
- **11-12.RL.KID.3** *Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.*

- **11-12.RL.CS.6** Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

2. ELEMENTS OF LITERATURE 2

● CONFLICT

- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- **11-12.RL.CS.5** Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

● CHARACTER TYPES

- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

● FORESHADOWING AND SUSPENSE

- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

3. PLOT AND THEME

● PLOT

- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- **11-12.RL.CS.5** Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

● THEME

- **11-12.RL.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- **11-12.RL.KID.2** Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- **11-12.RL.IKI.7** Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

● RESOLUTIONS

- **11-12.RL.CS.5** Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

4. SETTING AND POINT OF VIEW

● SETTING

- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

● POINT OF VIEW I

- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

● POINT OF VIEW II

- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

5. READING STRATEGIES 1

● MAKING INFERENCES

- **11-12.RL.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- **11-12.RI.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

● DRAWING CONCLUSIONS

- **11-12.RL.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- **11-12.RI.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

● SYNTHESIZING IDEAS

- **11-12.RL.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- **11-12.RI.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- **11-12.W.TTP.1.a** Introduce precise claim(s).
- **11-12.W.RBPK.8** Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **11-12.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

6. READING STRATEGIES 2

● IMPLIED MAIN IDEA

- **11-12.RL.KID.2** Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- **11-12.RI.KID.2** Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- **11-12.RL.IKI.7** Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- **11-12.RL.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- **11-12.RI.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

● DETERMINING AUTHOR'S PURPOSE

- **11-12.RI.CS.6** Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- **11-12.RI.KID.2** Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- **11-12.RI.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

● SUMMARY ANALYSIS AND CRITIQUE

• SUMMARY, ANALYSIS, AND CRITIQUE

- **11-12.RI.KID.2** Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- **11-12.RL.KID.2** Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- **11-12.RI.KID.3** Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- **11-12.RI.CS.6** Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- **11-12.RL.IKI.7** Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

7. GENRES

• FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY

- **11-12.RL.IKI.7** Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
- **11-12.RL.IKI.9** Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

• FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY

- **11-12.RL.IKI.7** Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
- **11-12.RL.IKI.9** Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

• FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY

- **11-12.RL.IKI.7** Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
- **11-12.RL.IKI.9** Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

8. AUTHOR'S VOICE AND METHOD 1

• ANALYZING AUTHOR'S STYLE

- **11-12.RI.KID.3** Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- **11-12.RI.CS.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.
- **11-12.RI.CS.6** Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

• HYPERBOLE AND UNDERSTATEMENT

- **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- **11-12.RL.CS.6** Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and

what is implied.

- **IRONY AND SARCASM**

- **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- **11-12.RL.CS.6** Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

9. AUTHOR'S VOICE AND METHOD 2

- **OXYMORON AND PARADOX**

- **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

- **TONE AND MOOD**

- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- **11-12.RI.CS.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.

- **WORD CHOICE**

- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **11-12.RI.CS.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.
- **11-12.RI.KID.3** Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

10. LITERARY ANALYSIS

- **LITERARY ANALYSIS PARAGRAPHS**

- **11-12.W.TTP.2.f** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or

informational texts, applying grade band 11-12 standards for reading to source material.

- **LITERARY ANALYSIS ESSAYS**

- **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
- **11-12.W.TTP.2.c** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

11. STRATEGY 1

- **CENTRAL IDEAS**

- **11-12.RI.KID.2** Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- **11-12.RI.IKI.7** Evaluate the topic or subject in multiple diverse formats and media.
- **11-12.RI.CS.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **11-12.RL.KID.2** Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
- **11-12.RI.KID.3** Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

- **ANALYZING EFFECTIVE TEXT STRUCTURES**

- **11-12.RI.CS.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

12. STRATEGY 2

- **RHETORICAL TECHNIQUES**

- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **11-12.RI.CS.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.
- **11-12.RI.CS.6** Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- **11-12.RI.IKI.9** Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

- **ANALYZING LANGUAGE**

- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- **11-12.RI.CS.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.

13. TEXT CONNECTIONS

- **ANALYZING INTERPRETATIONS OF FICTION**

- **11-12.RL.IKI.7** Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
- **11.RL.RRT C.10** Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **11.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
- **11-12.RI.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

- **PRINT AND NONPRINT TEXTS**

- **11-12.RI.IKI.7** Evaluate the topic or subject in multiple diverse formats and media.

14. HISTORICAL DOCUMENTS

- **FOUNDATIONAL U.S. DOCUMENTS**

- **11-12.RI.IKI.9** Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
- **11-12.RI.CS.6** Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

- **CONSTITUTIONAL PRINCIPLES**

- **11-12.RI.IKI.8** Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
- **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

15. TEXT ORGANIZATION 1

- **CAUSE AND EFFECT**

- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
- **11-12.RI.KID.3** Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

- **COMPARE AND CONTRAST**

- **11-12.RI.KID.3** Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

- **VISUAL AIDS**

16. TEXT ORGANIZATION 2

- **CHRONOLOGY AND SEQUENCING**

- **11-12.RI.KID.3** Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- **11-12.RL.CS.5** Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.
- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

- **FLASHBACK AND FRAMING**

- **11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

- **11-12.RL.CS.5** Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

17. SENTENCE STRUCTURE 1

● SENTENCE STRUCTURE

- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- **11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

● PARALLELISM AND VERB TENSE

- **11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

18. SENTENCE STRUCTURE 2

● SUBJECT-VERB AGREEMENT

- **11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

● NOUNS AND CAPITALIZATION

- **11-12.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

19. PUNCTUATION 1

● COLONS AND SEMICOLONS

- **11-12.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

● COMMAS WITH PHRASES AND CLAUSES

- **11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
- **11-12.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

20. PUNCTUATION 2

● END MARKS

- **11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
- **11-12.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

- **DASHES AND HYPHENS**

- **11-12.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

21. CONTEXTUAL CLUES 1

- **USING CONTEXTUAL CLUES**

- **11-12.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase.
- **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- **11-12.RI.CS.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.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **11-12.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase.
- **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- **11-12.RI.CS.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.

22. CONTEXTUAL CLUES 2

- **WORD PATTERNS**

- **11-12.L.VAU.4.d** Use etymological patterns in spelling as clues to the meaning of a word or phrase.
- **11-12.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

- **WORD ROOTS**

- **11-12.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

- **CONNOTATION AND DENOTATION**

- **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- **11-12.RI.CS.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.
- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- **11-12.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase.
- **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

23. USING GUIDES

- **USING THE DICTIONARY AND THESAURUS**

- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and

apply an understanding of syntax to the study of complex texts.

- **11-12.L.VAU.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- **11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **11-12.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

● USING STYLE GUIDES

- **11-12.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

24. USAGE

● FORMAL AND INFORMAL LANGUAGE

- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- **11-12.RI.KID.3** Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- **11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- **11-12.RI.CS.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.
- **11-12.W.TTP.1.f** Establish and maintain a formal style and objective tone.
- **11-12.W.TTP.2.g** Establish and maintain a formal style and objective tone.
- **11-12.W.TTP.3.h** Establish and maintain an appropriate style and tone.
- **11-12.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

● CHANGING LANGUAGE CONVENTIONS

- **11-12.L.VAU.4.d** Use etymological patterns in spelling as clues to the meaning of a word or phrase.
- **11-12.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

● SPELLING RULES

- **11-12.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

25. BUILDING AN ESSAY

● DETERMINING AN APPROPRIATE ESSAY FORMAT

- **11-12.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

- **INTRODUCTIONS**

- **11-12.W.TTP.2.a** *Provide an introduction that is relevant to the rest of the text and effectively engages the audience.*

- **CONCLUSIONS**

- **11-12.W.TTP.1.d** *Provide a concluding statement or section that follows from and supports the argument presented.*
- **11-12.W.TTP.2.d** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*

26. TECHNOLOGY

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **11-12.W.TTP.2.c** *Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*
- **11-12.SL.CC.2** *Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.*
- **11-12.SL.PKI.5** *Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.*
- **11-12.W.TTP.2.e** *Use appropriate formatting, graphics, and multimedia to aid comprehension.*

- **WRITING AND TECHNOLOGY**

- **11-12.W.PDW.6** *Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.*

27. NARRATIVE WRITING

- **SHORT NARRATIVES**

- **11-12.W.TTP.3.a** *Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.*
- **11-12.W.TTP.3.b** *Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.*
- **11-12.W.TTP.3.c** *Create a smooth progression of experiences or events.*
- **11-12.W.TTP.3.d** *Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.*
- **11-12.W.TTP.3.f** *Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*
- **11-12.W.TTP.3.g** *Use appropriate language and techniques, such as metaphor, simile, and analogy.*
- **11-12.W.TTP.3.h** *Establish and maintain an appropriate style and tone.*
- **11-12.W.TTP.3.e** *Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.*

- **NARRATIVE TECHNIQUES**

- **11-12.W.TTP.3.d** *Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.*
- **11-12.W.TTP.3.g** *Use appropriate language and techniques, such as metaphor, simile, and analogy.*
- **11-12.W.TTP.3.a** *Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.*
- **11-12.W.TTP.3.b** *Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.*
- **11-12.W.TTP.3.f** *Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*

28. EXPOSITORY WRITING 1

- **EXPOSITORY THESIS STATEMENTS**

- **11-12.W.TTP.2.a** *Provide an introduction that is relevant to the rest of the text and effectively engages the audience.*

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **11-12.W.TTP.2.c** *Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*
- **11-12.W.TTP.2.b** *Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.*

29. EXPOSITORY WRITING 2

- **TYPES OF EVIDENCE**

- **11-12.W.TTP.1.a** *Introduce precise claim(s).*
- **11-12.W.TTP.1.b** *Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*
- **11-12.W.TTP.1.c** *Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.*
- **11-12.W.TTP.2.c** *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.*

- **EXPOSITORY ESSAYS**

- **11-12.W.TTP.2.c** *Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*
- **11-12.W.TTP.2.d** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*
- **11-12.RI.CS.6** *Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.*
- **11-12.W.TTP.2.b** *Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.*

30. ARGUMENTATIVE WRITING 1

- **CLAIMS AND COUNTERCLAIMS**

- **11-12.RI.IKI.8** *Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.*
- **11-12.W.TTP.1.b** *Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*
- **11-12.W.TTP.1.c** *Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.*
- **11-12.W.TTP.1.a** *Introduce precise claim(s).*

- **ARGUMENTATIVE CLAIMS**

- **11-12.W.TTP.1.c** *Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.*
- **11-12.W.TTP.1.a** *Introduce precise claim(s).*
- **11-12.W.TTP.1.b** *Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*

31. ARGUMENTATIVE WRITING 2

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- **11-12.W.TTP.1.a** *Introduce precise claim(s).*
- **11-12.W.TTP.1.b** *Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while*

pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- **11-12.W.TTP.1.c** *Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.*
- **11-12.L.KL.3** *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.*

- **ARGUMENTATIVE ESSAYS**

- **11-12.W.TTP.1.a** *Introduce precise claim(s).*
- **11-12.W.TTP.1.b** *Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*
- **11-12.W.TTP.1.d** *Provide a concluding statement or section that follows from and supports the argument presented.*
- **11-12.W.TTP.1.c** *Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.*

32. RESEARCH

- **REFINING A RESEARCH QUESTION**

- **11-12.W.RBPK.7** *Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.*
- **11-12.W.RBPK.8** *Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.*

- **GATHERING INFORMATION**

- **11-12.W.RBPK.8** *Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.*

- **AVOIDING PLAGIARISM**

- **11-12.W.RBPK.8** *Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.*

33. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **11-12.W.TTP.2.b** *Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.*
- **11-12.W.PDW.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*
- **11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)*

- **UNITY AND FOCUS**

- **11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)*

- **WORDINESS AND REDUNDANCY**

- **11-12.W.PDW.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. (Editing for conventions should*

34. REVISION CONSIDERATIONS 2

● TRANSITIONAL ELEMENTS

- **11-12.W.TTP.2.b** Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- **11-12.W.TTP.1.c** Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- **11-12.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

● MAINTAINING A FORMAL STYLE

- **11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- **11-12.W.TTP.1.f** Establish and maintain a formal style and objective tone.
- **11-12.W.TTP.2.g** Establish and maintain a formal style and objective tone.
- **11-12.W.TTP.2.f** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **11-12.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **11-12.W.TTP.3.h** Establish and maintain an appropriate style and tone.
- **11-12.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
- **11-12.W.TTP.1.e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

35. SPEAKING AND LISTENING

● DISCUSSION GUIDELINES

- **11-12.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

● ANALYZING AND DEVELOPING A SPEECH

- **11-12.SL.CC.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **11-12.SL.PKI.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.