

North Carolina Tutorials are designed specifically for the Common Core State Standards for English language arts, the North Carolina Standard Course of Study for Math, and the North Carolina Essential Standards, to prepare students for the READY End-of-Course 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

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

### • FIGURATIVE LANGUAGE

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- **L.11-12.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- **L.11-12.5.a** Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.
- **L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### • SYMBOLISM AND ALLEGORY

- **RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **RL.11-12.6** Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.

## 2. ELEMENTS OF LITERATURE 2

- **SATIRE AND PARADOX**

- **RL.11-12.6** Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.
- **L.11-12.5.a** Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.
- **RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

- **FORESHADOWING AND SUSPENSE**

- **RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

## 3. CHARACTERS AND CONFLICT

- **CHARACTERS AND CONFLICT**

- **RL.11-12.5** Analyze how an author's choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.

- **CHARACTER TYPES**

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

## 4. ANALYZING PLOT

- **PLOT**

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

- **RESOLUTIONS**

- **RL.11-12.5** Analyze how an author's choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.

## 5. THEME AND SETTING

- **THEMES IN FICTION**

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

- **SETTING**

- **RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

## 6. POINT OF VIEW

- **POINT OF VIEW I**

- **RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

- **POINT OF VIEW II**

- **RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

## 7. 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.

## 8. READING STRATEGIES 2

- **DETERMINING AUTHOR'S PURPOSE**

- **RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the 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.
- **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.
- **W.11-12.1.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

- **SUMMARY, ANALYSIS, AND CRITIQUE**

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

## 9. IMPLIED AND CENTRAL IDEAS

- **IMPLIED MAIN IDEA**

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

- **RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **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.
- **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.

- **CENTRAL IDEAS**

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

## 10. AUTHOR'S VOICE AND METHOD 1

- **ANALYZING AUTHOR'S STYLE**

- **RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

- **IRONY AND SARCASM**

- **L.11-12.5.a** Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.
- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- **RL.11-12.6** Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.

- **OXYMORON AND PARADOX**

- **L.11-12.5.a** Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.
- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.

## 11. AUTHOR'S VOICE AND METHOD 2

- **TONE AND MOOD**

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

- **WORD CHOICE**

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word

choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.

- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **L.11-12.5.a** Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.

## 12. TEXT STRUCTURE ANALYSIS

### • ANALYZING EFFECTIVE TEXT STRUCTURES

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

### • TEXT STRUCTURES IN FICTION

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

## 13. ANALYZING LANGUAGE

### • ANALYZING LANGUAGE

- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

### • RHETORICAL TECHNIQUES

- **RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **RI.11-12.9** Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.

### • CHANGING LANGUAGE CONVENTIONS

- **L.11-12.3.a** Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **L.11-12.1.i** Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

## 14. FICTION AND NONFICTION

### • ANALYZING INTERPRETATIONS OF FICTION

- **RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- **RL.11-12.9** Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take.
- **RL.11-12.10a** By the end of grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- **RL.11-12.10b** By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **RI.11-12.7** *Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.*
- **RI.11-12.10a** *By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*
- **RI.11-12.10b** *By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*

## 15. TEXT CONNECTIONS

- **PRINT AND NONPRINT TEXTS**

- **RI.11-12.7** *Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.*

- **FOUNDATIONAL U.S. DOCUMENTS**

- **RI.11-12.9** *Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.*
- **RI.11-12.6** *Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.*

- **CONSTITUTIONAL PRINCIPLES**

- **RI.11-12.8** *Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.*

## 16. TEXT STRUCTURES

- **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 the impact of the author's choices regarding how to develop and relate elements of a story or drama.*

- **COMPARE AND CONTRAST**

- **RL.11-12.10a** *By the end of grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*
- **RL.11-12.10b** *By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to 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.*
- **RI.11-12.10a** *By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*
- **RI.11-12.10b** *By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*
- **RL.11-12.3** *Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.*

## 17. TEXT ORGANIZATION

- **CHRONOLOGY AND SEQUENCING**

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

## 18. SENTENCE STRUCTURE

- **SENTENCE STRUCTURE**

- **L.11-12.3.a** Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

- **COMMAS WITH PHRASES AND CLAUSES**

- **L.11-12.2.i** Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

## 19. PUNCTUATION

- **COLONS AND SEMICOLONS**

- **L.11-12.2.i** Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

- **END MARKS**

- **L.11-12.2.i** Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

- **DASHES AND HYPHENS**

- **L.11-12.2.i** Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

## 20. CONTEXT CLUES 1

- **USING CONTEXTUAL CLUES**

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **L.11-12.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **L.11-12.5.a** Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.
- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **L.11-12.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and

## 21. CONTEXT CLUES 2

### • WORD PATTERNS

- **L.11-12.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

### • CONNOTATION AND DENOTATION

- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.
- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **L.11-12.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

## 22. USAGE

### • FORMAL AND INFORMAL LANGUAGE

- **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **W.11-12.1.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **W.11-12.2.f** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **L.11-12.1.i** Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

### • USING THE DICTIONARY AND THESAURUS

- **L.11-12.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- **L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.
- **L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## 23. BUILDING AN ESSAY 1

### • DETERMINING AN APPROPRIATE ESSAY FORMAT

- **W.11-12.1.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.2.h** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



- **W.11-12.3.g** *Develop and strengthen writing as needed by 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.b** *Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.*

- **CONCLUSIONS**

- **W.11-12.1.f** *Provide a concluding statement or section that follows from and supports the argument presented.*
- **W.11-12.2.g** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*

## 24. BUILDING AN ESSAY 2

- **TRANSITIONAL ELEMENTS**

- **W.11-12.1.d** *Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
- **W.11-12.2.d** *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.11-12.1.g** *Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **W.11-12.2.h** *Develop and strengthen writing as needed by 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.e** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
- **W.11-12.2.f** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
- **L.11-12.6** *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
- **L.11-12.1.i** *Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.*
- **W.11-12.2.e** *Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.*

## 25. INTEGRATING TECHNOLOGY

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **W.11-12.2.b** *Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.*
- **W.11-12.2.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.*
- **SL.11-12.2** *Integrate multiple sources of information presented in diverse formats and media 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 in presentations to enhance understanding of findings, reasoning, and*

evidence and to add interest.

- **WRITING AND TECHNOLOGY**

- **W.11-12.4** Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- **VISUAL AIDS**

- **RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.

## 26. EVIDENCE AND CLAIMS

- **TYPES OF EVIDENCE**

- **W.11-12.2.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.
- **W.11-12.1.b** 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** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- **CLAIMS AND COUNTERCLAIMS**

- **W.11-12.1.b** 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** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

## 27. ARGUMENTATIVE WRITING

- **ARGUMENTATIVE CLAIMS**

- **W.11-12.1.b** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**

- **W.11-12.1.b** 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** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **W.11-12.1.d** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- **ARGUMENTATIVE ESSAYS**

- **W.11-12.1.b** 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** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **W.11-12.1.f** Provide a concluding statement or section that follows from and supports the argument presented.

## 28. EXPOSITORY WRITING

### • EXPOSITORY THESIS STATEMENTS

- **W.11-12.2.a** Organize information and ideas around a topic to plan and prepare to write.
- **W.11-12.2.b** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

### • EXPOSITORY PARAGRAPH DEVELOPMENT

- **W.11-12.2.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.
- **W.11-12.2.b** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
- **W.11-12.2.d** 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.11-12.2.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.
- **W.11-12.2.g** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.11-12.2.b** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
- **W.11-12.2.d** 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.

## 29. NARRATIVE WRITING

### • SHORT NARRATIVES

- **W.11-12.3.a** Organize information and ideas around a topic to plan and prepare to write.
- **W.11-12.3.b** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **W.11-12.3.c** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **W.11-12.3.d** 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.
- **W.11-12.3.e** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **W.11-12.3.f** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### • NARRATIVE TECHNIQUES

- **W.11-12.3.b** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **W.11-12.3.c** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **W.11-12.3.d** 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.
- **W.11-12.3.e** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

## 30. RESEARCH

### • REFINING A RESEARCH QUESTION

- **W.11-12.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### • GATHERING INFORMATION

- **W.11-12.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### • AVOIDING PLAGIARISM

- **W.11-12.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

## 31. REVISION CONSIDERATIONS

### • PREWRITING

- **W.11-12.1.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.2.a** Organize information and ideas around a topic to plan and prepare to write.
- **W.11-12.2.b** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
- **W.11-12.2.h** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.3.g** Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.1.a** Organize information and ideas around a topic to plan and prepare to write.

### • UNITY AND FOCUS

- **W.11-12.2.b** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding

comprehension.

- **W.11-12.2.h** *Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **W.11-12.1.g** *Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **W.11-12.3.g** *Develop and strengthen writing as needed by 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.11-12.1.g** *Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **W.11-12.2.h** *Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **W.11-12.3.g** *Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

## 32. 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 point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.*
- **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.*