

Pennsylvania Tutorials are designed specifically for the Pennsylvania Core Standards and the Pennsylvania Academic Standards to prepare students for the Keystone Exams and the Pennsylvania System of School Assessment (PSSA).

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

- **SYMBOLISM AND ALLEGORY**

- **CC.1.3.11-12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

- **THEMES IN FICTION**

- **CC.1.3.11-12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

- **CHARACTERS AND CONFLICT**

- **CC.1.3.11-12.E** Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

- **CHARACTER TYPES**

- **CC.1.3.11-12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

2. ELEMENTS OF LITERATURE 2

- **PLOT**

- **CC.1.3.11-12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11-12.E** Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

- **POINT OF VIEW**

- **CC.1.3.11-12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11-12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.

- **POINT OF VIEW II**

- **CC.1.3.11-12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.3.11-12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.

3. READING STRATEGIES 1

- **MAKING INFERENCES**

- **CC.1.2.11-12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- **CC.1.3.11-12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- **CC.1.2.11-12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

- **DRAWING CONCLUSIONS**

- **CC.1.2.11-12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- **CC.1.3.11-12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- **CC.1.2.11-12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

- **SYNTHESIZING IDEAS**

- **CC.1.4.11-12.H.1** Introduce the precise, knowledgeable claim.
- **CC.1.4.11-12.W** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- **CC.1.2.11-12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **CC.1.4.11-12.V** 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.

4. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **CC.1.2.11-12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11-12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.3.11-12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- **CC.1.3.11-12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.2.11-12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- **CC.1.3.11-12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

- **DETERMINING AUTHOR'S PURPOSE**

- **CC.1.2.11-12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11-12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

- **CC.1.2.11-12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- **CC.1.2.11-12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11-12.E** 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**

- **CC.1.2.11-12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11-12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.3.11-12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

5. GENRES 1

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

- **CC.1.3.11-12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

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

- **CC.1.3.11-12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

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

- **CC.1.3.11-12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

6. GENRES 2

- **AMERICAN DRAMA**

- **CC.1.3.11-12.G** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- **CC.1.3.11-12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

- **DRAMATIC CONVENTIONS**

- **CC.1.3.11-12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

- **POETIC STYLES**

- **CC.1.3.11-12.E** Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- **CC.1.3.11-12.G** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

7. AUTHOR'S VOICE AND METHOD 1

- **ANALYZING AUTHOR'S STYLE**

- **CC.1.2.11-12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.2.11-12.F** Evaluate how words and phrases shape meaning and tone in texts.

- **ANALYZING AUTHOR'S PERSPECTIVE**

- **CC.1.2.11-12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.

- **RHYTHM AND MET ER**

- **CC.1.3.11-12.F** Evaluate how words and phrases shape meaning and tone in texts.

- **RHYME SCHEME**

- **CC.1.3.11-12.F** Evaluate how words and phrases shape meaning and tone in texts.

8. AUTHOR'S VOICE AND METHOD 2

- **IRONY AND SARCASM**

- **CC.1.3.11-12.F** Evaluate how words and phrases shape meaning and tone in texts.

- **TONE AND MOOD**

- **CC.1.2.11-12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.3.11-12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.4.11-12.E.2** Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

- **WORD CHOICE**

- **CC.1.2.11-12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.3.11-12.F** Evaluate how words and phrases shape meaning and tone in texts.

9. STRATEGY 1

- **CENTRAL IDEAS**

- **CC.1.2.11-12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- **CC.1.2.11-12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.3.11-12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

- **ANALYZING EFFECTIVE TEXT STRUCTURES**

- **CC.1.2.11-12.E** 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.

- **RHETORICAL TECHNIQUES**

- **CC.1.2.11-12.F** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11-12.I** Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
- **CC.1.5.11-12.B** Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

10. STRATEGY 2

- **INTEGRATING RHETORIC**

- **CC.1.4.11-12.E.1** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **CC.1.4.11-12.Q.1** Use parallel structure.

- **CC.1.4.11-12.K.1** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **CC.1.4.11-12.Q.3** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- **LOGICAL FALLACIES**

- **CC.1.5.11-12.B** Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

11. TEXT CONNECTIONS 1

- **ANALYZING INTERPRETATIONS OF FICTION**

- **CC.1.3.11-12.G** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **CC.1.2.11-12.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **CC.1.2.11-12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- **ANALYZING FICTION ACROSS MEDIUMS**

- **CC.1.3.11-12.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

12. TEXT CONNECTIONS 2

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

- **CC.1.2.11-12.I** Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
- **CC.1.2.11-12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

- **CONSTITUTIONAL PRINCIPLES**

- **CC.1.2.11-12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

13. TEXT ORGANIZATIONS 1

- **CAUSE AND EFFECT**

- **CC.1.2.11-12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.2.11-12.E** 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.

- **COMPARE AND CONTRAST**

- **CC.1.2.11-12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.3.11-12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **CC.1.2.11-12.E** 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.

- **VISUAL AIDS**

- **CC.1.2.11-12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

14. TEXT ORGANIZATIONS 2

● CHRONOLOGY AND SEQUENCING

- **CC.1.2.11-12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- **CC.1.4.11-12.P** Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

● FLASHBACK AND FRAMING

- **CC.1.3.11-12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

15. SENTENCE STRUCTURE

● SENTENCE STRUCTURE

- **CC.1.4.11-12.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.Q.2** Use various types of phrases and clauses to convey specific meanings and add variety and interest.

● RESTRICTIVE AND NONRESTRICTIVE CLAUSES

- **CC.1.4.11-12.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.T** 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.
- **CC.1.4.11-12.Q.2** Use various types of phrases and clauses to convey specific meanings and add variety and interest.

● APPOSITIVE AND ABSOLUTE PHRASES

- **CC.1.4.11-12.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.Q.2** Use various types of phrases and clauses to convey specific meanings and add variety and interest.
- **CC.1.4.11-12.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

● PARALLELISM AND VERB TENSE

- **CC.1.4.11-12.Q.1** Use parallel structure.
- **CC.1.4.11-12.Q.2** Use various types of phrases and clauses to convey specific meanings and add variety and interest.
- **CC.1.4.11-12.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.11-12.T** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,

focusing on addressing what is most significant for a specific purpose and audience.

16. SENTENCE STYLE 1

● SUBJECT-VERB AGREEMENT

- **CC.1.4.11-12.T** *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.*
- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

● MODIFIERS

- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

17. SENTENCE STYLE 2

● PRONOUN-ANTecedent AGREEMENT

- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

● PRONOUN CASE

- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.T** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

● PRONOUN SHIFTS AND AMBIGUITY

- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.T** *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.*

18. PUNCTUATION

- **COLONS AND SEMICOLONS**

- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

- **COMMAS WITH PHRASES AND CLAUSES**

- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.T** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

- **END MARKS**

- **CC.1.4.11-12.T** *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.*
- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

- **DASHES AND HYPHENS**

- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

19. CONTEXTUAL CLUES

- **USING CONTEXTUAL CLUES**

- **CC.1.2.11-12.K** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*
- **CC.1.3.11-12.I** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*

- **ANALYZING FIGURES OF SPEECH AND IDIOMS**

- **CC.1.2.11-12.K** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*
- **CC.1.3.11-12.I** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*

20. USAGE

- **FORMAL AND INFORMAL LANGUAGE**

- **CC.1.2.11-12.F** *Evaluate how words and phrases shape meaning and tone in texts.*

- **CC.1.2.11-12.J** *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
- **CC.1.3.11-12.F** *Evaluate how words and phrases shape meaning and tone in texts.*
- **CC.1.3.11-12.J** *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
- **CC.1.5.11-12.G** *Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.*

- **SPELLING RULES**

- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

- **NOUNS AND CAPITALIZATION**

- **CC.1.4.11-12.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.11-12.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

21. BUILDING AN ESSAY 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**

- **CC.1.4.11-12.P** *Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.*
- **CC.1.4.11-12.T** *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

- **INTRODUCTIONS**

- **CC.1.4.11-12.B** *Write with a sharp, distinct focus identifying topic, task, and audience.*

- **CONCLUSIONS**

- **CC.1.4.11-12.D** *Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.*

- **WRITING AND TECHNOLOGY**

- **CC.1.4.11-12.U** *Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.*

22. BUILDING AN ESSAY 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **CC.1.5.11-12.C** *Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.*

- **CC.1.4.11-12.C** Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.5.11-12.F** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

- **INTEGRATING QUOTES AND COMMENTARY**

- **CC.1.4.11-12.C** Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

23. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **CC.1.4.11-12.B** Write with a sharp, distinct focus identifying topic, task, and audience.

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **CC.1.4.11-12.C** Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.4.11-12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11-12.D** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

- **EXPOSITORY ESSAYS**

- **CC.1.4.11-12.C** Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.4.11-12.D** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- **CC.1.4.11-12.A** Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

24. ARGUMENTATIVE WRITING 1

- **TYPES OF EVIDENCE**

- **CC.1.4.11-12.C** Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.4.11-12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11-12.H.1** Introduce the precise, knowledgeable claim.
- **CC.1.4.11-12.I** Distinguish the claim(s) from alternate or opposing claims; 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**

- **CC.1.4.11-12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11-12.I** Distinguish the claim(s) from alternate or opposing claims; 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.
- **CC.1.4.11-12.H.1** Introduce the precise, knowledgeable claim.

25. ARGUMENTATIVE WRITING 2

● ARGUMENTATIVE CLAIMS

- **CC.1.4.11-12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11-12.H.1** Introduce the precise, knowledgeable claim.
- **CC.1.4.11-12.I** Distinguish the claim(s) from alternate or opposing claims; 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.

● ARGUMENTATIVE PARAGRAPH DEVELOPMENT

- **CC.1.4.11-12.G** Write arguments to support claims in an analysis of substantive topics.
- **CC.1.4.11-12.I** Distinguish the claim(s) from alternate or opposing claims; 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.
- **CC.1.4.11-12.J** Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- **CC.1.4.11-12.H.1** Introduce the precise, knowledgeable claim.

● ARGUMENTATIVE ESSAYS

- **CC.1.4.11-12.H.1** Introduce the precise, knowledgeable claim.
- **CC.1.4.11-12.I** Distinguish the claim(s) from alternate or opposing claims; 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.
- **CC.1.4.11-12.J** Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

26. LITERARY WRITING

● SHORT NARRATIVES

- **CC.1.4.11-12.M** Write narratives to develop real or imagined experiences or events.
- **CC.1.4.11-12.N** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- **CC.1.4.11-12.O** Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- **CC.1.4.11-12.P** Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **CC.1.4.11-12.Q.2** Use various types of phrases and clauses to convey specific meanings and add variety and interest.
- **CC.1.4.11-12.Q.3** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

● NARRATIVE TECHNIQUES

- **CC.1.4.11-12.O** Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- **CC.1.4.11-12.Q.3** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **CC.1.4.11-12.M** Write narratives to develop real or imagined experiences or events.
- **CC.1.4.11-12.N** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

- **CC.1.4.11-12.P** Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **LITERARY ANALYSIS PARAGRAPHS**

- **CC.1.4.11-12.E.1** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **CC.1.4.11-12.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- **CC.1.4.11-12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11-12.D** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

27. RESEARCH

- **REFINING A RESEARCH QUESTION**

- **CC.1.4.11-12.V** 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.
- **CC.1.4.11-12.W** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

- **GATHERING INFORMATION**

- **CC.1.4.11-12.W** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

- **AVOIDING PLAGIARISM**

- **CC.1.4.11-12.W** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

28. REVISION CONSIDERATIONS 1

- **PREWRITING**

- **CC.1.4.11-12.D** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- **CC.1.4.11-12.J** Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- **CC.1.4.11-12.T** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **UNITY AND FOCUS**

- **CC.1.4.11-12.B** Write with a sharp, distinct focus identifying topic, task, and audience.
- **CC.1.4.11-12.T** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **WORDINESS AND REDUNDANCY**

- **CC.1.4.11-12.J** Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- **CC.1.4.11-12.T** 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.

29. REVISION CONSIDERATIONS 2

- **TRANSITIONAL ELEMENTS**

- **CC.1.4.11-12.D** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- **CC.1.4.11-12.J** Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- **CC.1.4.11-12.T** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **MAINTAINING A FORMAL STYLE**

- **CC.1.4.11-12.E.2** Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- **CC.1.4.11-12.K.2** Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- **CC.1.4.11-12.E.1** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **CC.1.4.11-12.K.1** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **CC.1.2.11-12.J** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CC.1.4.11-12.Q.3** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

30. SPEAKING AND LISTENING

- **DISCUSSION GUIDELINES**

- **CC.1.5.11-12.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **ANALYZING AND DEVELOPING A SPEECH**

- **CC.1.5.11-12.B** Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
- **CC.1.5.11-12.D** Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- **CC.1.5.11-12.E** Adapt speech to a variety of contexts and tasks.