

A Correlation of



Grade 11 ©2017

To the

**Arkansas
English Language Arts
Standards (2016)**

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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the Arkansas English Language Arts Standards (2016). Correlation page references are to the Student Edition and Teacher’s Edition and are cited by activity and page number.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Arkansas English Language Arts Standards	myPerspectives ©2017 Grade 11
Grade-Level Standards for Reading Literature	
Grade 11-12	
Key Ideas and Details	
<p>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.</p>	<p>SE/TE: Cite Textual Evidence (examples), 164, 180, 181, 189, 244, 258, 356, 414, 415, 426, 427, 444, 445, 499, 507, 517, 599, 600, 627, 628, 659, 660, 682, 683, 684, 685, 691, 736, 774, 776, 777, 790, 791, 804, 805, 834, 849, 863; Make Inferences, 58, 180, 657, 689, 774, 788</p> <p>TE only: Conclude, 159, 161, 162, 172, 173, 175, 177, 239, 241, 242, 249, 254, 256, 353, 408, 410, 419, 420, 423, 437, 440, 496, 497, 513, 514, 515, 563, 565, 566, 568, 571, 573, 574, 576, 585, 586, 589, 590, 591, 592, 594, 602, 611, 616, 620, 632, 637, 641, 646, 650, 663, 665, 668, 723, 724, 726, 730, 781, 782, 796, 799, 831, 834, 837, 844, 847, 851</p> <p><u>Additional Resources</u> Common Core Companion, 2–14</p>
<p>RL.11-12.2 Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> ● Provide an <i>objective summary</i>. ● Determine two or more <i>themes</i> or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. 	<p>SE/TE: Analyze the Text, 180, 680; Analyze Craft and Structure: Poetic Structures, 165; Development of Theme, 357; Thematic Development, 495; Literary Forms, 681; Writing to Compare, 191; Write an Explanatory Essay, 450, 540; Writing to Sources, 684; Speaking and Listening, 685, 807</p> <p>TE only: Analyze a Theme, 256; Identify the Theme, 161; Understand Theme, 173; Author’s Perspective, 379; Theme, 171, 221, 851; Poetry Research, 179; Articulating a Theme, 513</p> <p><u>Additional Resources</u> Common Core Companion, 15–27</p>

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<p>RL.11-12.3 Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.</p>	<p>SE/TE: Analyze Craft and Structure: Characterization, 259; Structural Elements of Drama, 598; Literary Elements in Drama, 626, Character Development in Drama, 658; Realism, 683; Narrative Structure, 735; Literary Elements: Character, 775; Narrative Structure, 803; Writing to Sources, 792; Research, 737</p> <p>TE only: Analyze Character, 568, 574, 616, 844; Examine Character, 590; Analyze Characterization, 799; Explore Characterization, 611; Understand Character Motivation, 592; Analyze Direct Characterization, 419; Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831; Analyze Conflict, 581; Examine Conflict, 591</p> <p><u>Additional Resources</u> Common Core Companion, 28–40</p>

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Craft and Structure	
<p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and <i>tone</i>, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	<p>SE/TE: Figurative Language, 260; Allusions, 344; Connotation and Denotation, 428; Impact of Word Choice, 429; Prepare to Compare, 430; Figurative Meanings, 490; Language and Meaning, 500; Concept Vocabulary, 510; Poetic Devices, 518; Biblical Allusions, 682; Motif, 805; Similes and Metaphors, 855; Concept Vocabulary (Literary), 166, 170, 182, 236, 248, 258, 352, 356, 416, 418, 432, 446, 492, 499, 510, 517, 560, 597, 600, 625, 628, 657, 660, 680, 722, 734, 764, 776, 780, 794, 804, 828, 839, 842, 853 TE only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175</p> <p><u>Additional Resources</u> Common Core Companion, 41–53</p>
<p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>SE/TE: Analyze Craft and Structure: Poetic Structure, 165, 501; Poetic Structure and Style, 181; Dramatic Monologue, 245; Poetic Devices, 518; Poetic Conventions, 519; Structural Elements of Drama, 598; Literary Elements in Drama, 626; Narrative Structure, 735, 789; Patterns of Organization. 840; Analyze the Text, 164, 244, 517, 597, 734 TE only: Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831</p> <p><u>Additional Resources</u> Common Core Companion, 54–60</p>

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RL.11-12.6 Analyze a case in which grasping <i>perspective</i> and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<p>SE/TE: Analyze Craft and Structure: Dramatic Monologue, 245; Irony, 358; Point of View, 427; Character Development in Drama, 658, Literary Devices, 659; Interior Monologue, 854; Analyze the Text, 244, 426</p> <p>TE only: Explore Point of View, 730; Determine Point of View, 834; Analyze an Internal Monologue, 239</p> <p><u>Additional Resources</u> Common Core Companion, 61–67</p>
Integration of Knowledge and Ideas	
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	<p>SE/TE: Comparing Text to Media (work of Emily Dickinson), 186–189; Prepare to Compare, 190; Writing to Compare, 191; Comparing Text to Media The Crucible (L.A. Theater Works: The Crucible), 686–689; Prepare to Compare, 690; Writing to Compare, 691</p> <p><u>Additional Resources</u> Common Core Companion, 68–74</p>
RL.9-10.8 Not applicable to literature.	Not applicable according to the Arkansas English Language Arts Standards
RL.11-12.9 Analyze how two or more influential literary works from the same time period address similar <i>themes</i> or topics.	<p>SE/TE: from Life on the Mississippi, 408; The Celebrated Jumping Frog of Calaveras County, 419; Writing to Compare, 430–431; An Occurrence at Owl Creek Bridge, 829; The Jilting of Granny Weatherall, 843; Writing to Compare, 856–857</p> <p><u>Additional Resources</u> Common Core Companion, 22–27, 82–83</p>

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Range of Reading and Level of Text Complexity	
<p>RL.11-12.10 By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE/TE: First-Read: Fiction, 248, 352, 418, 432, 724, 766, 782, 796, 838, 852; Independent Learning: First-Read Guide, 130, 266, 384, 536, 742, 862; Close-Read Guide: 131, 267, 385, 537, 743, 863</p> <p><u>Literary fiction selections include the following:</u> The Writing of Walt Whitman, 152; The Poetry of Emily Dickinson, 170; from Nature/from Self-Reliance, 204; from Walden/from Civil Disobedience, 214; The Love Song of J. Alfred Prufrock, 236; A Wagner Matinée, 248; The Story of an Hour, 352; The Notorious Jumping Frog of Calaveras County, 418; A White Heron, 432; The Poetry of Carl Sandburg, 492; In the Longhouse, Oneida Museum/Cloudy Day, 510; The Crucible, 560, 600, 628, 660; from Farewell to Manzanar, 704; Everyday Use, 764; Everything Stuck to Him, 780; The Leap, 794; The Jilting of Granny Weatherall, 842</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: Uncle Tom’s Cabin, The Jungle, A Separate Peace, The Red Badge of Courage)</p> <p><u>Additional Resources</u> Common Core Companion, 82–87</p>

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Grade-Level Standards for Reading Informational Text	
Key Ideas and Details	
<p>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.</p>	<p>SE/TE: Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 469, 470, 488, 527, 715, 716; Make Inferences, 24, 58, 304</p> <p>TE only: Conclude (Informational), 18, 22, 44, 76, 77, 95, 96, 104, 105, 108, 110, 111, 112, 206, 208, 217, 219, 223, 224, 289, 291, 332, 339, 341, 347, 361, 363, 364, 371, 373, 463, 464, 467, 483, 484, 485, 521, 522, 525, 525, 705, 709, 711</p> <p><u>Additional Resources</u> Common Core Companion, 90–102</p>
<p>RI.11-12.2 Examine a <i>grade-appropriate</i> informational text.</p> <ul style="list-style-type: none"> ● Provide an <i>objective summary</i> of the text. ● Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis. 	<p>SE/TE: Analyze Craft and Structure: Development of Ideas, 211; First Read: Nonfiction, 370; Thematic Development, 445; also see: Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 444, 469, 470, 488, 527, 715, 716</p> <p>TE only: Determine Key Ideas, 463; Determine Main Ideas, 208; Finding the Main Idea, 95; Infer Key Ideas, 217</p> <p><u>Additional Resources</u> Common Core Companion, 103–115</p>
<p>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.</p>	<p>SE/TE: Author’s Style: Author’s Choices: Rhetoric, 81; Analyze the Media, 89; Development of Theme, 357; Development of Ideas, 470; Complex Individuals, 714; Sequence of Events, 825; Analyze the Text, 356, 469, 824</p> <p>TE only: Analyzing Sequence, 373</p> <p><u>Additional Resources</u> Common Core Companion, 116–122</p>

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Craft and Structure	
<p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	<p>SE/TE: Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 204, 205, 210, 214, 226, 288, 296, 300, 306, 330, 334, 338, 343, 360, 367, 370, 375, 416, 462, 469, 480, 488, 520, 527, 704, 713; Author’s Style: Words and Phrases, 417; Analyze Craft and Structure: Development of Ideas, 470; Conventions and Style: Figurative Meanings, 490; Poetic Prose, 529; Academic Vocabulary, 5, 141, 277, 395, 547, 753</p> <p>TE only: Domain Specific Words, 627</p> <p><u>Additional Resources</u> Common Core Companion, 123–135</p>
<p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.</p>	<p>SE/TE: Author’s Style: Author’s Choices: Rhetoric, 81; Historical Narrative as Argument, 80; Comparing a Graphic Adaptation With Text, 90; Sentence Variety, 212; Argumentative Structure, 295; Structure, 305; Perspectives on Lincoln: 310–316; Was “Brown v. Board” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; Prepare to Compare, 378; Writing to Compare, 379; Sequence of Events, 825; Analyze the Media, 89; analyze the Text, 294, 304; Writing to Sources, 308, 448</p> <p>TE only: Analyze Arguments, 291</p> <p><u>Additional Resources</u> Common Core Companion, 136–142</p>

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<p>RI.11-12.6 Determine an author's <i>point of view</i>, <i>perspective</i>, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>SE/TE: Analyze Craft and Structure: Appealing to an Audience, 47; Author's Choices: Rhetoric, 80; Historical Narrative as Argument, 81; Literary Nonfiction, 99; Author's Choices: Rhetoric, 123; Conversational Style, 228; Structure, 305; Effective Rhetoric, 335; Author's Purpose, 415; Literary Nonfiction, 489, 528; Comparing Text to Media, 502-507; Author's Point of View, 715; Conventions and Style: Parallelism, 49; Author's Voice: Voice, 116; Analyze the Text, 79, 304, 414, 488, 527; Prepare to Compare: Comparing a Podcast With Text, 350; Comparing Photographs With Text, 508; Writing to Compare, 351, 509</p> <p>TE only: Analyze Author's Perspective, 483; Analyzing Author's Viewpoint, 44; Infer Author's Attitude, 353; Infer Author's Beliefs, 105; Analyze Rhetoric, 289, 332; Analyze Rhetorical Devices, 289</p> <p><u>Additional Resources</u> Common Core Companion, 143-155</p>

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Integration of Knowledge and Ideas	
RI.11-12.7 Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.	<p>SE/TE: Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719; Prepare to Compare: Comparing a Graphic Adaptation With Text, 90; Comparing a Podcast With Text, 350; Comparing Artwork with Text, 478; Comparing Photographs With Text, 508; Comparing a Video Interview With Text, 720; Writing to Compare, 91, 351, 479, 50, 7219; Speaking and Listening, 235, 317</p> <p><u>Additional Resources</u> Common Core Companion, 156–162</p>
RI.11-12.8 Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.	<p>SE/TE: from What to the Slave Is the Fourth of July?: Close Read the Text & Analyze the Text, 294; Analyze Craft and Structure: Argumentative Structure, 295; <i>Brown v. Board of Education</i>: Opinion of the Court: Close Read the Text, 367; Was “Brown v. Board” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; Prepare to Compare, 378; Writing to Compare, 379</p> <p>TE only: Analyze Arguments, 291</p> <p><u>Additional Resources</u> Common Core Companion, 163–169</p>
RI.11-12.9 Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their <i>themes</i> , purposes, and rhetorical features.	<p>SE/TE: Declaration of Independence: 24-25; Preamble to the Constitution/The Bill of Rights: 34, 35; Letter to John Adams/from Dear Abigail: 114, 115; from Nature/from Self-Reliance: 213; Second Inaugural Address: 304, 305; Declaration of Sentiments: 338, 343; The Notorious Jumping Frog of Calaveras County: 431</p> <p><u>Additional Resources</u> Common Core Companion, 170–176</p>

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Range of Reading and Level of Text Complexity	
<p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE/TE: First-Read: Nonfiction, 16, 30, 72, 92, 102, 152, 204, 215, 288, 300, 330, 338, 360, 370, 406, 462, 480, 520, 706, 830; Independent Learning: First-Read Guide, 130, 266, 384, 536, 742, 862; Close-Read Guide, 131, 267, 385, 537, 743, 863</p> <p><u>Literary nonfiction and informational text selections include the following:</u> Declaration of Independence, 16; Preamble to the Constitution/The Bill of Rights, 30; Speech in the Convention, 40; The American Revolution: Visual Propaganda, 52; from America’s Constitution: A Biography, 72; from The United States Constitution: A Graphic Adaptation, 82; from The Interesting Narrative of the Life of Olaudah Equiano, 92; Letter to John Adams/from Dear Abigail, 102; The Gettysburg Address, 118; The Writing of Walt Whitman, 152; Innovators and Their Inventions, 230; from What to the Slave Is the Fourth of July?, 288; Second Inaugural Address, 300; Ain’t I a Woman?, 330; from Life on the Mississippi, 406; A Literature of Place, 462; from Dust Tracks on a Road, 480; from The Way to Rainy Mountain, 520, 528; Antojos, 722; A Brief History of the Short Story, 820; An Occurrence at Owl Creek Bridge, 828</p> <p><u>Additional Resources</u> Common Core Companion, 177–183</p>

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Grade-Level Standards for Writing Standards K-12	
Text Types and Purposes	
W.11-12.1 Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence.	SE/TE: Whole Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699; Writing to Sources: Argument, 28, 101, 134, 684; Evaluation of a Speech, 50; Performance-Based Assessment: Argument, 134–135; Argument, 745–747; Resources Tool Kit, R8–R13 <i>Additional Resources</i> Common Core Companion, 185–195
W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60, 692; Prewriting, 61, 693; Drafting, 64; Performance-Based Assessment: Argument, 134–135; Argument, 745–747 <i>Additional Resources</i> Common Core Companion, 186
W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60; Prewriting, 61; Research, 62–63, 694; Performance-Based Assessment: Argument, 134–135; Argument, 745–747 <i>Additional Resources</i> Common Core Companion, 187, 189
W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.	SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Whole-Class Performance Task: Elements of an Argument, 60, 692; Create Cohesion: Tense Sequence, 65; Word Choice and Style, 66; Drafting, 696; Vocabulary and Tone, 698; Performance-Based Assessment: Argument, 134–135; Argument, 745–747 <i>Additional Resources</i> Common Core Companion, 189

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W.11-12.1.D Establish and maintain an appropriate style, <i>tone</i> , and format within the norms and conventions of the discipline.	<p>SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60, 692; Evaluating Your Draft, 66, 698; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p> <p><u>Additional Resources</u> Common Core Companion, 190</p>
W.11-12.1.E Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).	<p>SE/TE: Whole-Class Performance Task: Elements of an Argument, 60, 692; Drafting, 64; Revising, 66, 695; Writing to Sources: Argument, 28, 684; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p> <p><u>Additional Resources</u> Common Core Companion, 191</p>
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>SE/TE: Whole Class Performance Task: Write an Informational Essay, 318–325; Write an Explanatory Essay, 450–457; Performance-Based Assessment: Informational Text Essay, 388–389; Explanatory Essay, 540–541; Writing to Compare: Informational Text, 351; Informative Essay, 379, 531; Multimedia Account, 509; Essay, 857; Writing to Sources: Critical Analysis, 448; Digital Presentation, 247; Informational Paragraph, 298; Informational Text, 337; Informative Eyewitness Account, 308; Informative Writing, 38; Research Report, 261; Resources Tool Kit, R14–R19</p> <p><u>Additional Resources</u> Common Core Companion, 196–207</p>

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W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and <i>multimedia</i> to aid in comprehension.	SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 450; Prewriting/ Planning, 319, 451; Drafting, 454; Performance-Based Assessment: 387, 388, 389, 539, 540, 541 <u>Additional Resources</u> Common Core Companion, 196
W.11-12.2.B Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotation) and by providing insightful commentary appropriate to the audience's knowledge of the topic.	SE/TE: Informative Writing, 38; Whole-Class Performance Task: Elements of an Explanatory Essay, 450; Prewriting/ Planning, 319; Drafting, 322, 452; Using Research, 452–453; Performance-Based Assessment, 388, 389, 540, 541 <u>Additional Resources</u> Common Core Companion, 197
W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE/TE: Whole-Class Performance Task: Syntax: Sentence Patterns, 323; Add Variety: Vary Syntax, 455; Elements of an Explanatory Essay, 450; Performance-Based Assessment, 388, 389, 540, 541 <u>Additional Resources</u> Common Core Companion, 201
W.11-12.2.D Use <i>precise language, domain-specific words</i> , and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	SE/TE: Whole-Class Performance Task: Revising, 324, Elements of an Explanatory Essay, 450; Performance-Based Assessment, 388, 389, 540, 541 <u>Additional Resources</u> Common Core Companion, 202
W.11-12.2.E Establish and maintain a formal style, objective <i>tone</i> , and appropriate format within norms and conventions of the discipline.	SE/TE: Elements of an Explanatory Essay, 450; Evaluating Your Draft, 456; Informational Paragraph, 298; Performance-Based Assessment: 388, 389, 540, 541 <u>Additional Resources</u> Common Core Companion, 203

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W.11-12.2.F Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SE/TE: Elements of an Informational Text, 318; Elements of an Explanatory Essay, 450; Drafting, 322, Revising, 324; Organize Your Essay, 454; Performance-Based-Assessment, 388, 389, 540, 541 <u>Additional Resources</u> Common Core Companion, 202
W.11-12.3 Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE/TE: Performance Task: Write an Argument, 60–67; Write a Narrative Text, 808–815; Writing to Sources: Brief Account, 168; Blog Post, 184; Narrative, 213; Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Performance-Based Assessment: Personal Narrative, 270; Short Story, 866; Resources Tool Kit, R20–R25 <u>Additional Resources</u> Common Core Companion, 209
W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of view/ <i>perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Prewriting, 193, 809; Drafting 194, 810; Vary Syntax, 455; Performance-Based Assessment: Review Evidence for a Personal Narrative, 269; Review Notes for a Narrative, 865 <u>Additional Resources</u> Common Core Companion, 210
W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SE/TE: Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Write It, 198, 808, Add Variety: Dialogue, Revising, 811; Revising, 812; Making Writing Sophisticated, 813 <u>Additional Resources</u> Common Core Companion, 213

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<p>W.11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular <i>tone</i> and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p>SE/TE: Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Drafting, 194, 810</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 212</p>
<p>W.11-12.3.D Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>SE/TE: Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Add Variety: Precise Words and Phrases, 195; Revising, 196; Write It, 814; Writing to Sources: Brief Account, 168; Blog Post, 184; Short Narrative, 778; Narrative Scene, 792; Anecdote, 806</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 214</p>
<p>W.11-12.3.E Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.</p>	<p>SE/TE: Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Drafting, 194, 810; Revising, 812</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 215</p>

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Production and Distribution of Writing	
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>SE/TE: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informational Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative Text, 808–815; Quick Write, 9, 131, 145, 267, 281, 385, 399, 537, 551, 745, 755, 873; Writing to Compare, 91, 191, 351, 379, 431, 479, 509, 531, 691, 721, 857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135; Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 219–225</p>
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p>SE/TE: Performance Task: Prewriting/ Planning, 61, 193, 319, 451, 693, 809; Drafting, 64, 194, 322, 454, 696, 810; Revising, 66, 196, 324, 456, 698, 814; Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Publishing and Presenting, 67, 199, 325, 457, 701, 815</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 226–232</p>

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<p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>SE/TE: Writing to Compare: Multimedia Account, 509; Revising, 324; Present an Argument, 739; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; also see: Multimedia Presentation, 59; Digital Presentation, 247</p> <p>TE only: Digital Perspectives, 85; Personalize for Learning, 298; Write It, 417; Cross-Curricular Perspectives, 436</p> <p><u>Additional Resources</u> Common Core Companion, 233–239</p>
Research to Build and Present Knowledge	
<p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 626, 658, 681, 714, 735, 775, 789, 803, 833, 848, 862; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Analyze Craft and Structure: Primary and Secondary Sources, 115; Writing to Compare: Essay, 91; Multimedia Account, 509; Narrative Scene, 792; Writing to Sources: Argument, 134; Research Report, 261; Informative Paragraph, 298, 351; Speaking and Listening: Multimedia Presentation, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R27–R35</p> <p>TE only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p> <p><u>Additional Resources</u> Common Core Companion, 240–246</p>

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<p>W.11-12.8 Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.</p> <ul style="list-style-type: none"> ● Assess the strengths and limitations of each source in terms of the task, purpose, and audience. ● Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. ● Follow a standard format for citation. 	<p>SE/TE: Analyze Craft and Structure: Primary and Secondary Sources, 115; Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 626, 658, 681, 714, 735, 775, 789, 803, 833, 848, 862; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Writing to Compare: Essay, 91; Multimedia Account, 509; Narrative Scene, 792; Writing to Sources: Argument, 134; Research Report, 261; Informative Paragraph, 298, 351; Speaking and Listening: Multimedia Presentation, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R27–R35</p> <p>TE only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p> <p><u>Additional Resources</u> Common Core Companion, 247–260</p>

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W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.	
W.11-12.9.A Apply Grades 11-12 Reading standards to literature.	<p>SE/TE: Writing to Compare: Compare-and-Contrast Essay, 691; Essential Question, 164; Performance-Based Assessment: Informational Essay, 388–389</p> <p><i>Additional Resources</i> Common Core Companion, 261–264</p>
W.11-12.9.B Apply Grades 11-12 Reading standards to informational texts.	<p>SE/TE: Writing to Compare: Informational Essay, 379; Performance-Based Assessment, Writing to Sources: Argument, 134–135; Informational Essay, 388–389; Analyze Craft and Structure: Practice, 295, 368, 376, 415</p> <p><i>Additional Resources</i> Common Core Companion, 265–268</p>
Range of Writing	
<p>W.11-12.10 Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences. 	<p>SE/TE: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informational Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative Text, 808–815; Quick Write, 9, 131, 145, 267, 281, 385, 399, 537, 551, 745, 755, 873; Writing to Compare, 91, 191, 351, 379, 431, 479, 509, 531, 691, 721, 857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135; Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p> <p><i>Additional Resources</i> Common Core Companion, 269–276</p>

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Grade-Level Standards for Speaking and Listening	
Comprehension and Collaboration	
<p>SL.11-12.1 Initiate and participate effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> • one-on-one • in groups • teacher-led with diverse partners on Grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 	<p>SE/TE: Performance Task: Panel Discussion, 380–381; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853; Prepare to Compare: Prepare for Discussion, 378, 530; Speaking and Listening: Partner Discussion, 779; Class Discussion, 29; Debate, 449, 740; Group Discussion, 359; Discussion, 229; Partner Discussion, 781; Whole-Class Discussion, 627</p>
<p>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.</p>	<p>SE/TE: Performance Task: Panel Discussion: Plan With Your Group, 380; Prepare to Compare: Prepare for Discussion, 378, 530; Speaking and Listening: Whole-Class Discussion, 627; Partner Discussion, 779; Reflect on the Unit, 869</p>
<p>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.</p>	<p>SE/TE: Speaking and Listening: Discussion, 229; Small-Group Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Give an Explanatory Talk, 532; Performance Task: Panel Discussion, 380–381</p>
<p>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 <i>perspectives</i>.</p>	<p>SE/TE: Class Discussion, 29; Discussion, 229; Group Discussion, 359; Prepare to Compare: Prepare for Discussion, 378; Whole-Class Debate, 449; Small-Group Performance Task: Present an Argument, 738; Present a Narrative, 858; Performance Task: Panel Discussion, 380–381</p>

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<p>SL.11-12.D Respond thoughtfully to diverse <i>perspectives</i>; 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.</p>	<p>SE/TE: Performance Task: Panel Discussion, 380–381; Speaking and Listening: Discussion, 229; Group Discussion, 359; Debate, 449, 740</p>
<p>SL.11-12.2 Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SE/TE: The Crucible (L.A. Theater Works): 686–688; Prepare to Compare, 690, Writing to Compare, 690; also see: Analyze the Media, 58, 89, 234, 316, 349, 477, 499, 507, 689, 719; Video Recording, 51; Multimedia Account, 509; Multimedia Presentation, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 126, 738; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390</p> <p><u>Additional Resources</u> Common Core Companion, 286–289</p>

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<p>SL.11-12.3 Evaluate a speaker's <i>perspective</i>, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and <i>tone</i> used.</p>	<p>SE/TE: Speaking and Listening: Video Recording 51; Oral Presentation, 117; Oral Presentation, 185; Reading and Discussion, 309; Debate, 449, 740; Small-Group Performance Task: 263; also see: Media Features: from Great Lives: Emily Dickenson, 186–191; Giving Women the Vote, 346–349</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 290–296</p>
Presentation of Knowledge and Ideas	
<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct <i>perspective</i>, such that listeners can follow the line of reasoning, alternative or opposing <i>perspectives</i> are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>SE/TE: Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Debate a Question, 738–739; Present a Narrative, 858–859; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Oral Presentation, 542; Reflect on the Unit, 137, 391, 543; Debate, 449, 740; Explanatory Talk, 532; Multimedia Presentation, 59; Narrative Presentation, 868; Oral Presentation, 117, 169, 491; Response To Literature, 809</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 297–303</p>
<p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SE/TE: Video Recording, 51; Multimedia Account, 509; Multimedia Presentation, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 126, 738; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Storytelling, 868</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 304–305</p>

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<p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or <i>formal English</i> when indicated or appropriate.</p>	<p>SE/TE: Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Debate a Question, 738–739; Present a Narrative, 858–859; Speaking and Listening, 29, 39, 51, 59, 117, 169, 185, 229, 235, 299, 309, 317, 359, 449, 491, 627, 685, 779, 793, 807; Performance-Based Assessment: Speaking and Listening, 136, 272, 390, 542, 748, 868; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 306–312</p>

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Grade-Level Standards for Language	
Conventions of Standard English	
L.11-12.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grades 11-12 when writing or speaking.	SE/TE: Performance Task: Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Conventions and Style, 37, 49, 100, 124, 183, 21, 228, 246, 260, 297, 307, 345, 309, 377, 447, 471, 490, 501, 519, 529, 599, 659, 683, 715, 736, 777, 791, 805, 826, 841, 855; Vocabulary and Conventions Connection, 38, 50, 184, 298, 308, 448, 684, 778, 792, 806; Language Development: Conventions, 65, 323, 697; Handbook R59–R67 <u>Additional Resources</u> Common Core Companion, 314–317
L.11-12.1.A Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Eighteenth-Century Narrative Style, 100; Use of Words and Phrases, 336; Dialect, 777; Active and Passive Voice, 826; Run-ons and Fragments, 841 TE only: Analyze Syntax, 18; Understand Regional Dialect, 420 <u>Additional Resources</u> Common Core Companion, 314–315
L.11-12.1.B Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Word Study, Exocentric Compounds, 776 <u>Additional Resources</u> Common Core Companion, 316–317
L.11-12.1.C Form and use correctly the full range of verb tenses and moods.	SE/TE: Tenses, 65
L.11-12.1.D Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun- antecedent agreement.	SE/TE: Antecedents, 697, 736, 791

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L.11-12.1.F Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	SE/TE: Phrases, 297, 307; Clauses, 212, 345
L.11-12.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing.	SE/TE: Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Conventions and Style: Punctuation for Enumeration, 37; Vocabulary and Conventions Connection, 38; Parallelism (commas), 49; Compound Nouns, 246; Punctuation, 471; Grammar Handbook, R63–R67 <u><i>Additional Resources</i></u> Common Core Companion, 318–321
L.11-12.2.B Observe hyphenation conventions.	SE/TE: Conventions and Style: Compound Nouns, 246; Punctuation, 471; Grammar Handbook, R66 <u><i>Additional Resources</i></u> Common Core Companion, 318–319
L.11-12.2.C Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.	SE/TE: Punctuation, 37, 38, 455, 471
L.11-12.2.D Spell correctly.	SE/TE: Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Grammar Handbook, R66–R67 <u><i>Additional Resources</i></u> Common Core Companion, 320–321

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Knowledge of Language	
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Parallelism, 49; Poetry of Emily Dickinson: 185; Noun Phrases and Verb Phrases, 297; Phrases, 306; Use of Words and Phrases, 336; Structure of an Analytical Argument, 368, 376; Sentence Variety, 447; Dialect, 777; Subjects and Antecedents, 791; Speaking and Listening, 185</p> <p><u>Additional Resources</u> Common Core Companion, 322–323</p>
L.11-12.3.A Vary syntax for effect, consulting references (e.g., <u>Tufte's Artful Sentences</u>) for guidance as needed.	<p>SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Parallelism, 49; Dialect, 777; Run-ons and Fragments, 841; Whole-Class Performance Task: Syntax: Sentence Patterns, 323</p> <p>TE only: Analyze Syntax, 18</p> <p><u>Additional Resources</u> Common Core Companion, 322–323</p>
L.11-12.3.B Apply an understanding of syntax to the study of complex texts when reading.	<p>SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Whole-Class Performance Task: Syntax: Sentence Patterns, 323</p> <p>TE only: Analyze Syntax, 18</p> <p><u>Additional Resources</u> Common Core Companion, 322–323</p>

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Vocabulary Acquisition and Use	
L.11-12.4 Determine 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.	<p>SE/TE: Word Study: Multiple-Meaning Words, 36, 488; Word Network, 7, 143, 279, 397, 549, 753; Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 152, 166, 170, 182, 204, 205, 210, 214, 226, 236, 248, 258, 288, 296, 300, 306, 330, 334, 338, 343, 352, 356, 360, 367, 370, 375, 406, 416, 418, 432, 446, 462, 469, 480, 488, 492, 499, 510, 517, 520, 527, 560, 597, 600, 625, 628, 657, 660, 680, 704, 713, 722, 734, 764, 776, 780, 794, 804, 820, 824, 828, 839, 842, 853; Media Vocabulary, 230, 477</p> <p>TE only: Multiple Meaning Words, 52, 112, 208, 403, 472, 514, 755, 761</p> <p><i>Additional Resources</i> Common Core Companion, 324-331</p>
L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>SE/TE: Context Clues, 72, 102, 204, 236, 330, 338, 370, 462, 492, 510, 520, 722, 820, 824, 828; Practice, 98, 114, 122, 343, 367, 713, 734; also see: Word Network, 7, 143, 279, 397, 549, 753</p> <p>TE only: Concept Vocabulary, 104, 106, 109, 120, 208, 239, 240, 253, 331, 340, 341, 362, 465, 466, 482, 513, 524, 725, 729, 823; Vocabulary Development, 94; Context Clues, 361</p> <p><i>Additional Resources</i> Common Core Companion, 324-325</p>
L.11-12.4.B Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	<p>SE/TE: Word Study, 26, 114, 166, 182, 226, 244, 499, 597, 804, 824, 839, 853; Author's Style, 167, 417; Concept Vocabulary, 92, 118, 214, 248, 352, 260, 480, 704, 842; Conventions and Style, 183</p> <p><i>Additional Resources</i> Common Core Companion, 326-327</p>

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<p>L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, it's part of speech, its etymology, or its standard usage.</p>	<p>SE/TE: Word Study, 26, 36, 48, 79, 98, 114, 166, 182, 183, 210, 296, 343, 375, 416, 428, 446, 488, 517, 597, 680, 713, 734, 804, 824; Concept Vocabulary, 258, 330, 356, 469; Academic Vocabulary, 5, 141, 277, 395, 547, 753; Read It, 27</p> <p>TE only: Personalize for Learning, 156, 514, 827; Concept Vocabulary, 239</p> <p><i>Additional Resources</i> Common Core Companion, 328–329</p>
<p>L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Word Study, 36, 48, 98, 166, 296, 416, 680, 713; Concept Vocabulary, 330</p> <p><i>Additional Resources</i> Common Core Companion, 330–331</p>
<p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.</p>	<p>SE/TE: Figurative Language, 260; Allusions, 344; Point of View, 427; Figurative Meanings, 490; Language and Meaning, 500; Comparing Photographs With Text, 508; Poetic Devices, 518; Poetic Conventions, 519; Poetic Prose, 529; Prepare to Compare, 530; Writing to Compare, 531; Similes and Metaphors, 855; Word Study: Connotation and Denotation, 122, 356, 428, 657; Usage, 195; Vocabulary and Style Connection, 431; Analyze the Text, 98; Author's Choices: Rhetoric, 123; Words and Phrases, 417</p> <p>TE only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Rhetoric, 289, 332</p> <p><i>Additional Resources</i> Common Core Companion, 332–335</p>

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<p>L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p>SE/TE: Figurative Language, 260; Allusions, 344; Point of View, 427; Figurative Meanings, 490; Language and Meaning, 500; Comparing Photographs With Text, 508; Poetic Devices, 518; Poetic Conventions, 519; Poetic Prose, 529; Prepare to Compare, 530; Writing to Compare, 531; Similes and Metaphors, 855</p> <p>TE only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175; Analyze Metaphors, 637; Interpret Personification, 172; Examine Literary Allusions, 241; Close Read, 174; Poetry Research, 179; How Language Works, 259; Figures of Speech, 455; Analyze Rhetoric, 289, 332</p> <p><u>Additional Resources</u> Common Core Companion, 332–333</p>
<p>L.11-12.5.B Analyze <i>nuances</i> in the meaning of words with similar denotations.</p>	<p>SE/TE: Word Study: Connotation and Denotation, 122, 356, 428, 657; Usage, 195; Vocabulary and Style Connection, 431</p> <p>TE only: Analyze Connotations, 404, 408, 255; Vocabulary Development, 250; Use Thesaurus, 814</p> <p><u>Additional Resources</u> Common Core Companion, 334–335</p>

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<p>L.11-12.6 Acquire and use accurately a range of <i>grade-appropriate general academic and domain-specific words</i> and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Word Network, 7, 143, 279, 397, 549, 753; Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 152, 166, 170, 182, 204, 205, 210, 214, 226, 236, 248, 258, 288, 296, 300, 306, 330, 334, 338, 343, 352, 356, 360, 367, 370, 375, 406, 416, 418, 432, 446, 462, 469, 480, 488, 492, 499, 510, 517, 520, 527, 560, 597, 600, 625, 628, 657, 660, 680, 704, 713, 722, 734, 764, 776, 780, 794, 804, 820, 824, 828, 839, 842, 853; Media Vocabulary, 52, 58, 82, 89, 186, 189, 230, 234, 310, 316, 346, 349, 472, 477, 502, 507, 686, 689, 716, 719</p> <p>TE only: Concept Vocabulary, 73, 74, 75, 93, 104, 109, 120, 208, 218, 290, 332, 340, 362, 365, 465, 482, 495, 513, 524, 706, 708, 822, 823, 845; Domain Specific Words, 627</p> <p><u>Additional Resources</u> Common Core Companion, 336–337</p>