

**Houghton Mifflin Harcourt
Collections Grade 12 ©2015**

correlated to the

**Indiana Academic Standards
English/Language Arts Grades 11-12**

| Standards | | Page References (TE in BOLD) |
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| READING | | |
| READING: <i>Fiction</i> | | |
| RL.1 | LEARNING OUTCOME FOR READING LITERATURE Read and comprehend a variety of literature independently and proficiently | |
| 11-12.RL.1 | Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently. | APPLICATION Student Edition/Teacher’s Edition: 31–42, 31A, 31–42 , 47–61, 47A, 47–61 , 77–90, 77A, 77–90 , 93–106, 93A, 93–106 , 235–355, 235A, 235–355 , 485–490, 485A, 485–490 Close Reader/Teacher’s Edition: 19–32, 92b–92k , 49–52, 220b–220e , 55–74, 356b–356m , 87–98, 428b–428i , 119–122, 490b–490e |

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| RL.2 | RL.2: KEY IDEAS AND TEXTUAL SUPPORT Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas |
| 11-12.RL.2.1 | Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. INSTRUCTION Student Edition/Teacher’s Edition: 32, 34, 35, 37, 39, 43, 43, 86, 87, 90, 90, 93, 94, 95, 96, 97, 98, 101, 102, 104, 105, 105, 108a, 220, 220, 243, 245, 247, 253, 256, 269, 290, 291, 293, 294, 295, 307, 310, 310, 371, 372, 378a, 410, 411, 412, 413, 414, 416, 417, 418, 420, 422, 423, 424, 426, 426, 434, 440, 441, 446, 516a APPLICATION Student Edition/Teacher’s Edition: 31–42, 31–42, 47–59, 47–59, 77–88, 77–88, 93–104, 93–104, 108a, 109–110, 109–110, 217–219, 217–219, 235–261, 235–261, 263–282, 263–282, 284–309, 284–309, 311–331, 311–331, 333–353, 333–353, 369–375, 369–375, 377, 377, 378a, 395–396, 395–396, 409–424, 409–424, 433–448, 433–448, 501–513, 501–513, 516a Close Reader/Teacher’s Edition: 11–16, 46b–46g, 9–32, 92b–92k, 49–52, 220b–220e, 55–74, 356b–356m, 87–98, 428b–428i, 99–108, 452b–452i, 119–122, 490b–490e ASSESSMENT Student Edition/Teacher’s Edition: 44, 44, 61, 61, 66a, 71–74, 71–74, 90, 90, 106, 106, 111, 111, 141–144, 141–144, 220, 220, 262, 262, 283, 283, 310, 310, 332, 332, 355, 355, 377, 377, 397, 397, 399–402, 399–402, 426, 426, 450, 450, 471–474, 471–474, 515, 515 |

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| 11-12.RL.2.2 | Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details. | <p>INSTRUCTION Student Edition/Teacher’s Edition: 62a, 82, 83, 84, 85, 88, 92a, 97, 106, 106, 257, 264, 268, 275, 289, 299, 304, 314, 317, 320, 333, 334, 335, 337, 338, 353, 355, 355, 398a, 418, 420, 423, 424, 434, 435, 437, 438, 442, 443, 447, 448, 449, 449, 487, 502, 503, 504, 505, 507, 509, 511, 512, 514, 514, 516b</p> <p>APPLICATION Student Edition/Teacher’s Edition: 59, 59, 62a, 77–88, 77–88, 92a, 93–104, 93–104, 109–110, 109–110, 235–353, 235–353, 369–375, 369–375, 398a, 409–424, 409–424, 433–448, 433–448, 485–488, 485–488, 501–513, 501–513, 516b</p> <p>Close Reader/Teacher’s Edition: 87–98, 428b–428i, 99–108, 452b–452i</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 90, 90, 106, 106, 111, 111, 355, 355, 377, 377, 426, 426, 450, 450, 490, 490, 515, 515</p> |

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| 11-12.RL.2.3: | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | <p>INSTRUCTION Student Edition/Teacher’s Edition: 36, 39, 40, 41, 46a, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 60, 61, 61, 62a, 79, 80, 81, 84, 85, 87, 88, 89, 89, 92a, 93, 94, 96, 98, 99, 100, 101, 102, 103, 105, 105, 220a, 231–234, 231–234, 237, 238, 239, 240, 242, 243, 244, 245, 246, 248, 249, 251, 253, 254, 255, 256, 257, 258, 259, 260, 261, 263, 265, 266, 267, 270, 271, 272, 273, 274, 276, 277, 278, 280, 283, 283, 284, 285, 286, 287, 288, 289, 292, 296, 297, 298, 300, 303, 304, 305, 306, 308, 309, 311, 313, 314, 315, 316, 319, 320, 321, 322, 323, 324, 325, 326, 328, 329, 330, 332, 332, 333, 336, 339, 340, 341, 342, 343, 346, 347, 348, 349, 350, 351, 352, 353, 354, 354, 356a, 360a, 372, 410, 411, 412, 413, 414, 415, 417, 419, 420, 421, 422, 423, 424, 425, 425, 428a, 433, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 449, 449, 452a, 506</p> <p>APPLICATION Student Edition/Teacher’s Edition: 31–42, 31–42, 46a, 47–59, 47–59, 62a, 77–88, 77–88, 92a, 93–104, 93–104, 220a, 235–261, 235–261, 263–282, 263–282, 284–309, 284–309, 311–331, 311–331, 333–353, 333–353, 356a, 360a, 369–375, 369–375, 409–424, 409–424, 428a, 433–448, 433–448, 452a, 501–513, 501–513</p> <p>Close Reader/Teacher’s Edition: 19–32, 92b–92k, 55–74, 356b–356m, 87–98, 428b–428i</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 44, 44, 61, 61, 90, 90, 106, 106, 141–144, 141–144, 262, 262, 283, 283, 332, 332, 355, 355, 377, 377, 399–402, 399–402, 426, 426, 450, 450, 515, 515</p> |

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| 11-12.RL.2.4 | Students are expected to build upon and continue applying concepts learned previously. | <p>APPLICATION Student Edition/Teacher’s Edition: 31–42, 31–42, 47–59, 47–59, 77–88, 77–88, 93–104, 93–104, 108a, 109–110, 109–110, 217–219, 217–219, 235–261, 235–261, 263–282, 263–282, 284–309, 284–309, 311–331, 311–331, 333–353, 333–353, 369–375, 369–375, 377, 377, 378a, 395–396, 395–396, 409–424, 409–424, 433–448, 433–448, 501–513, 501–513, 516a</p> <p>Close Reader/Teacher’s Edition: 11–16, 46b–46g, 9–32, 92b–92k, 49–52, 220b–220e, 55–74, 356b–356m, 87–98, 428b–428i, 99–108, 452b–452i, 119–122, 490b–490e</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 44, 44, 61, 61, 66a, 71–74, 71–74, 90, 90, 106, 106, 111, 111, 141–144, 141–144, 220, 220, 262, 262, 283, 283, 310, 310, 332, 332, 355, 355, 377, 377, 397, 397, 399–402, 399–402, 426, 426, 450, 450, 471–474, 471–474, 515, 515</p> |

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| RL.3 | RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build comprehension and appreciation of literature, using knowledge of literary structure and point of view | |
| 11-12.RL.3.1 | Analyze and evaluate how an author’s choices concerning how to structure specific parts of a work of literature (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. | INSTRUCTION Student Edition/Teacher’s Edition: 78, 79, 82, 89, 89, 112a, 231–234, 231–234, 241, 245, 281, 370, 371, 372, 375, 376, 376, 378a, 444, 486, 487, 488, 489, 489, 490a, 502, 509, 510, 513, 514, 514, 516b APPLICATION Student Edition/Teacher’s Edition: 77–88, 77–88, 112a, 241, 241, 245, 245, 281, 281, 311–331, 311–331, 333–353, 333–353, 369–375, 369–375, 378a, 444, 444, 485–488, 485–488, 490a, 501–513, 501–513, 516b Close Reader/Teacher’s Edition: 19–32, 92b–92k, 55–74, 356b–356m, 119–122, 490b–490e ASSESSMENT Student Edition/Teacher’s Edition: 90, 90, 332, 332, 355, 355, 377, 377, 490, 490, 515, 515 |

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| 11-12.RL.3.2 | Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view. | <p>INSTRUCTION Student Edition/Teacher’s Edition: 55, 200, 201, 202, 205, 206, 207, 208, 209, 209, 212a, 310, 310, 337, 343, 344, 345, 346, 349, 355, 355, 369, 371, 372, 373, 374, 376, 376, 397, 397</p> <p>APPLICATION Student Edition/Teacher’s Edition: 55, 55, 199–208, 199–208, 212a, 284–309, 284–309, 333–353, 333–353, 369–375, 369–375, 395–396, 395–396</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 210, 210, 225–228, 225–228, 310, 310, 355, 355, 377, 377, 397, 397</p> |
| RL.4 | <p>SYNTHESIS AND CONNECTION OF IDEAS Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning</p> | |
| 11-12.RL.4.1 | Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience. | <p>INSTRUCTION Student Edition/Teacher’s Edition: 63, 64, 64, 65, 66, 66, 66b, 357, 358, 359, 359, 360a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 63, 63, 65, 65, 66b, 357, 357, 358, 358, 360a</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 64, 64, 66, 66, 360, 360</p> |

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| 11-12.RL.4.2: | Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics. | INSTRUCTION Student Edition/Teacher’s Edition: 486, 487, 488, 489, 489 APPLICATION Student Edition/Teacher’s Edition: 485–487, 485–487, 488, 488 ASSESSMENT Student Edition/Teacher’s Edition: 490, 490 |
| READING: <i>Nonfiction</i> | | |
| RN.1 | LEARNING OUTCOME FOR READING NONFICTION Read and comprehend a variety of nonfiction independently and proficiently | |
| 11-12.RN.1 | Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently. | APPLICATION Student Edition/Teacher’s Edition: 113–118, 113A, 113–118, 151–164, 151A, 151–164, 177–182, 177A, 177–182, 361–367, 361A, 361–367, 453–469, 453A, 453–469, 493–497, 493A, 493–497 Close Reader/Teacher’s Edition: 3–6, 18b–18e, 7–10, 20b–20e, 33–36, 140b–140e, 75–84, 394b–394i, 109–112, 470b–470e |

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| RN.2 | <p>KEY IDEAS AND TEXTUAL SUPPORT Extract and construct meaning from nonfiction texts using a range of comprehension skills</p> |
| 11-12.RN.2.1 | <p>Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.</p> <p>INSTRUCTION Student Edition/Teacher’s Edition: 6, 11, 13, 19, 20, 20, 20a, 25, 124, 140a, 153, 156, 157, 160, 186a, 190, 191, 193, 194, 195, 195, 379, 380, 381, 382, 385, 386, 387, 388, 389, 390, 391, 391, 394a, 430, 454, 455, 456, 457, 458, 459, 460, 461, 462, 464, 465, 466, 467, 468, 468, 493, 494, 496, 497, 498, 498, 500a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 3–14, 3–14, 19, 19, 20a, 21–26, 21–26, 113–118, 113–118, 123–126, 123–126, 128, 128, 131–136, 131–136, 140a, 151–164, 151–164, 169–173, 169–173, 177–182, 177–182, 186a, 187–194, 187–194, 361–365, 361–365, 379–390, 379–390, 394a, 430, 430, 453–467, 453–467, 477–480, 477–480, 493–497, 493–497, 500a</p> <p>Close Reader/Teacher’s Edition: 3–6, 18b–18e, 7–10, 20b–20e, 33–36, 140b–140e, 39–44, 168b–168g, 45–48, 212b–212e, 75–84, 394b–394i, 109–112, 470b–470e, 115–118, 484b–484e, 123–128. 500b–500g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 16, 16, 20, 20, 28, 28, 120, 120, 127, 127, 129, 129, 130, 130, 138, 138, 166, 166, 186, 186, 196, 196, 367, 367, 392, 392, 403–406, 403–406, 469, 469, 482, 482, 499, 499</p> |

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| 11-12.RN.2.2 | Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details. | <p>INSTRUCTION Student Edition/Teacher’s Edition: 3, 4, 5, 9, 10, 14, 15, 15, 18a, 20a, 30a, 123, 124, 125, 126, 127, 127, 132, 133, 134, 136, 137, 137, 140b, 361, 362, 363, 364, 365, 366, 366, 382, 384, 385, 386, 453, 455, 456, 458, 460, 461, 462, 463, 464, 468, 468, 470a, 492a, 494</p> <p>APPLICATION Student Edition/Teacher’s Edition: 3–14, 3–14, 18a, 19, 19, 20a, 30a, 123–126, 123–126, 128, 128, 131–136, 131–136, 140b, 169–173, 169–173, 177–182, 177–182, 361–365, 361–365, 379–390, 379–390, 453–467, 453–467, 470a, 477–480, 477–480, 492a, 493–497, 493–497</p> <p>Close Reader/Teacher’s Edition: 3–6, 18b–18e, 33–36, 140b–140e, 75–84, 394b–394i, 109–112, 470b–470e</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 16, 16, 20, 20, 127, 127, 130, 130, 138, 138, 175, 175, 184, 184, 367, 367, 392, 392, 469, 469, 482, 482, 499, 499</p> |

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| 11-12.RN.2.3 | 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 a text. | <p>INSTRUCTION Student Edition/Teacher’s Edition: 128, 129, 129, 180, 187, 188, 190, 191, 192, 193, 194, 195, 195, 198a, 205, 380, 381, 382, 384, 385, 386, 389, 390, 391, 391, 484a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 128, 128, 131–136, 131–136, 169–173, 169–173, 177–182, 177–182, 187–194, 187–194, 198a, 199–208, 199–208, 379–390, 379–390, 453–467, 453–467, 477–480, 477–480, 484a, 493–497, 493–497</p> <p>Close Reader/Teacher’s Edition: 3–6, 18b–18e, 75–84, 394b–394i</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 129, 129, 138, 138, 175, 175, 184, 184, 196, 196, 210, 210, 392, 392, 469, 469, 482, 482, 499, 499</p> |

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| RN.3 | <p>STRUCTURAL ELEMENTS AND ORGANIZATION Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message</p> | |
| 11-12.RN.3.1 | <p>Students are expected to build upon and continue applying concepts learned previously.</p> | <p>APPLICATION Student Edition/Teacher’s Edition: 3–14, 3–14, 19, 19, 20a, 21–26, 21–26, 113–118, 113–118, 123–126, 123–126, 128, 128, 131–136, 131–136, 140a, 151–164, 151–164, 169–173, 169–173, 177–182, 177–182, 186a, 187–194, 187–194, 361–365, 361–365, 379–390, 379–390, 394a, 430, 430, 453–467, 453–467, 477–480, 477–480, 493–497, 493–497, 500a</p> <p>Close Reader/Teacher’s Edition: 3–6, 18b–18e, 7–10, 20b–20e, 33–36, 140b–140e, 39–44, 168b–168g, 45–48, 212b–212e, 75–84, 394b–394i, 109–112, 470b–470e, 115–118, 484b–484e, 123–128. 500b–500g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 16, 16, 20, 20, 28, 28, 120, 120, 127, 127, 129, 129, 130, 130, 138, 138, 166, 166, 186, 186, 196, 196, 367, 367, 392, 392, 403–406, 403–406, 469, 469, 482, 482, 499, 499</p> |

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| 11-12.RN.3.2 | 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. | <p>INSTRUCTION Student Edition/Teacher’s Edition: 21, 22, 23, 24, 25, 26, 27, 27, 30a, 114, 115, 116, 117, 119, 119, 122a, 153, 212a, 361, 362, 363, 364, 365, 366, 366, 368a, 381, 384, 389, 470a, R16–R22</p> <p>APPLICATION Student Edition/Teacher’s Edition: 3–14, 3–14, 21–26, 21–26, 30a, 113–118, 113–118, 122a, 123–126, 123–126, 151–164, 151–164, 199–208, 199–208, 212a, 361–365, 361–365, 368a, 381, 381, 384, 384, 389, 389, 470a, R16, R17, R19, R20, R21, R22</p> <p>Close Reader/Teacher’s Edition: 39–44, 168b–168g, 123–128. 500b–500g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 16, 16, 28, 28, 120, 120, 127, 127, 166, 166, 210, 210, 367, 367</p> |

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| 11-12.RN.3.3 | <p>Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> | <p>INSTRUCTION Student Edition/Teacher’s Edition: 20, 20, 21, 23, 113, 114, 115, 116, 117, 118, 119, 119, 123, 130a, 131, 132, 133, 134, 135, 136, 137, 137, 156, 161, 163, 168a, 178, 179, 186, 186, 189, 192, 198a, 200, 201, 202, 205, 206, 207, 208, 209, 209, 212a, 216a, 388, 394a, 430, 431, 431, 463, 477, 478, 479, 480, 481, 481, 495, R16–R22</p> <p>APPLICATION Student Edition/Teacher’s Edition: 19, 19, 21–26, 21–26, 113–118, 113–118, 123–126, 123– 126, 130a, 131–136, 131–136, 151–164, 151–164, 168a, 169–173, 169–173, 177–182, 177–182, 187–194, 187– 194, 198a, 199–208, 199–208, 212a, 216a, 388, 388, 394a, 429–430, 429–430, 463, 463, 477–480, 477–480, 493–497, 493–497, R16–R22, R16, R17, R19, R20, R21, R22</p> <p>Close Reader/Teacher’s Edition: 33–36, 140b–140e, 45–48, 212b–212e, 115–118, 484b– 484e, 123–128, 500b–500g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 20, 20, 28, 28, 120, 120, 127, 127, 138, 138, 145–148, 145–148, 166, 166, 186, 186, 196, 196, 210, 210, 432, 432, 482, 482, 499, 499</p> |

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| RN.4: | SYNTHESIS AND CONNECTION OF IDEAS Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas | |
| 11-12.RN.4.1: | Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | INSTRUCTION Student Edition/Teacher’s Edition: 151, 152, 153, 154, 155, 157, 158, 159, 160, 161, 162, 164, 165, 165, 168a, 177, 178, 179, 180, 181, 182, 183, 183, 186a, 430, 431, 431, 432a APPLICATION Student Edition/Teacher’s Edition: 151–164, 151–164, 168a , 177–182, 177–182, 186a , 429–430, 429–430, 432a Close Reader/Teacher’s Edition: 39–44, 168b–168g ASSESSMENT Student Edition/Teacher’s Edition: 166, 166 , 184, 184 , 221– 224, 221– 224 , 432, 432 |
| 11-12.RN.4.2 | Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. | INSTRUCTION Student Edition/Teacher’s Edition: 3, 4, 5, 6, 7, 8, 9, 11, 15, 15, 18a, 130a, 130, 130, 204, 213, 214, 215, 216, 216, 216a, 491, 492, 492, 492a APPLICATION Student Edition/Teacher’s Edition: 3–14, 3–14, 18a , 123–126, 123–126 , 128, 128, 130a , 187–194, 187–194 , 204, 204 , 213–215, 213–215, 216a , 491, 491, 492a ASSESSMENT Student Edition/Teacher’s Edition: 16, 16 , 130, 130 , 196, 196 , 216, 216 , 492, 492 |

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| 11-12.RN.4.3 | Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features. | INSTRUCTION Student Edition/Teacher’s Edition: 170, 171, 172, 173, 174, 174, 186, 186 APPLICATION Student Edition/Teacher’s Edition: 169–173, 177–182 ASSESSMENT Student Edition/Teacher’s Edition: 175, 175 , 186, 186 |
| READING: Vocabulary | | |
| RV.1 | LEARNING OUTCOME FOR READING VOCABULARY Acquire, refine, and apply vocabulary using various strategies and sources | |
| 11-12.RV.1 | Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 2, 2, 10, 22, 35, 38, 51, 53, 67, 67, 71, 71, 76, 76, 79, 94, 104, 114, 124, 129, 134, 141, 141, 145, 145, 150, 150, 153, 160, 178, 182, 188, 201, 204, 214, 218, 221, 221, 225, 225, 230, 230, 243, 281, 289, 298, 314, 322, 358, 362, 368, 368, 396, 399, 399, 403, 403, 408, 408, 413, 454, 462, 470, 470, 471, 471, 476, 476, 480, 487, 483, 483, 517, 517, R49–53, R55, R56 |
| RV.2 | RV.2: VOCABULARY BUILDING Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships | |
| 11-12.RV.2.1 | Use context to determine or clarify the meaning of words and phrases. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 17, 17 , 121, 121 , 139, 139 , 211, 211 , 427, 427 , R23–R25, R30–R48, R49–R50 |

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| 11-12.RV.2.2 | Students are expected to build upon and continue applying concepts learned previously. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 22, 35, 38, 51, 53, 67, 67, 71, 71, 76, 76, 79, 94, 104, 114, 124, 129, 134, 141, 141, 145, 145, 150, 150, 153, 160, 178, 182, 188, 201, 204, 214, 218, 221, 221, 225, 225, 230, 230, 243, 281, 289, 298, 314, 322, 358, 362, 368, 368, 396, 399, 399, 403, 403, 408, 408, 413, 454, 462, 470, 470, 471, 471, 476, 476, 480, 487, 483, 483, 517, 517 |
| 11-12.RV.2.3 | Analyze nuances in the meaning of words with similar denotations. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 197, 197, 451, 451, 516, 516 |
| 11-12.RV.2.4 | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 29, 29, 167, 167, R23, R31–R35, R31, R33, R35, R36–R38, R38, R49, R50–R51 |
| 11-12.RV.2.5 | Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 45, 45, 107, 107, 176, 176, 516, 516, R49, R51–R54, R51, R52, R53, R55–R57 |

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| RV.3 | RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings | |
| 11-12.RV.3.1 | Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | INSTRUCTION Student Edition/Teacher’s Edition: 32, 33, 35, 36, 38, 40, 41, 42, 43, 43, 46a, 109, 110, 111, 111, 112a, 218, 219, 220, 220, 220a, 231–234, 231–234, 240, 250, 252, 255, 262, 262, 270, 279, 286, 292, 294, 301, 302, 303, 305, 310, 310, 315, 316, 318, 327, 328, 331, 334, 335, 347, 351, 354, 354, 373, 395, 396, 397, 397, 398a, 398b, 410, 411, 416, 418, 419, 425, 425, 436, 439, 441, 445, 448, 450, 450, 452a, 490a, 501, 503, 508, 516a APPLICATION Student Edition/Teacher’s Edition: 31–42, 31–42, 46a, 109–110, 109–110, 112a, 217–219, 217–219, 220a, 235–261, 235–261, 263–282, 263–282, 284–309, 284–309, 311–331, 311–331, 333–353, 333–353, 395–396, 395–396, 409–424, 409–424, 398a, 398b, 433–448, 433–448, 452a, 490a, 501–513, 501–513, 516a Close Reader/Teacher’s Edition: 11–16, 46b–46g, 49–52, 220b–220e, 55–74, 356b–356m, 87–98, 428b–428i, 99–108, 452b–452i ASSESSMENT Student Edition/Teacher’s Edition: 44, 44, 111, 111, 220, 220, 262, 262, 283, 283, 310, 310, 355, 355, 397, 397, 426, 426, 450, 450, 515, 515 |

| Standards | | Page References (TE in BOLD) |
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| 11-12.RV.3.2 | Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. | <p>INSTRUCTION Student Edition/Teacher’s Edition: 12, 13, 115, 117, 118, 122a, 124, 127, 127, 140a, 152, 154, 155, 162, 163, 165, 165, 172, 178, 181, 182, 193, 368a, 382, 387, 432a, 454, 455, 457, 465, 479, 481, 481, 484a, 493, 494, 495, 500a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 3–14, 3–14, 115, 115, 117, 117, 118, 118, 122a, 123–126, 123–126, 131–136, 131–136, 140a, 151–164, 151–164, 169–173, 169–173, 178, 178, 181, 181, 182, 182, 187–194, 187–194, 199–208, 199–208, 361–365, 361–365, 368a, 432a, 454, 454, 455, 455, 457, 457, 465, 465, 477–480, 477–480, 484a, 493–497, 493–497, 500a</p> <p>Close Reader/Teacher’s Edition: 3–6, 18b–18e, 7–10, 20b–20e, 39–44, 168b–168g, 115–118, 484b–484e</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 16, 16, 127, 127, 138, 138, 166, 166, 175, 175, 196, 196, 210, 210, 367, 367, 382, 382, 387, 387, 482, 482, 499, 499, 517–520, 517–520</p> |
| 11-12.RV.3.3 | Interpret figures of speech (e.g., paradox) in context and analyze their role in the text. | <p>INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 111, 111, 210, 210, 356, 356, 397, 397, 481, 481, 482, 482</p> |

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| WRITING | |
| W.1 | LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences |
| 11-12.W.1: | <p>Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing as a Process • Task, Purpose, and Audience</p> <p>Writing Arguments</p> <p>Writing Informative Texts</p> <p>Writing Narratives</p> <p>Using Textual Evidence</p> <p>Student Edition/Teacher’s Edition: 67–70, 67–70, 71–74, 71–74, 141–144, 141–144, 225–228, 225–228, 399–402, 399–402, 403–406, 403–406, 471–474, 471–474, 517–520, 517–520</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 16, 16, 20, 20, 28, 28, 44, 44, 64, 64, 67–70, 67–70, 71–74, 71–74, 90, 90, 106, 106, 141–144, 141–144, 166, 166, 175, 175, 220, 220, 225–228, 225–228, 262, 262, 332, 332, 355, 355, 367, 367, 397, 397, 398, 398, 399–402, 399–402, 403–406, 403–406, 469, 469, 471–474, 471–474, 482, 482, 490, 490, 499, 499, 517–520, 517–520</p> |

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| W.2 | HANDWRITING Demonstrate the ability to write legibly | |
| 11-12.W.2 | Students are expected to build upon and continue applying concepts learned previously. | APPLICATION Student Edition/Teacher's Edition: 70, 70 , 74, 74 , 144, 144 , 228, 228 , 402, 402 , 406, 406 , 474, 474 , 520, 520 |
| W.3 | WRITING GENRES: Develop and refine writing skills by writing for different purposes and to specific audiences or people | |
| 11-12.W.3.1 | Write arguments in a variety of forms that – | |
| 11-12.W.3.1.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. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • What Is a Claim? • Creating a Coherent Argument Student Edition/Teacher's Edition: 225–228, 225–228 , 403–405, 403–405 , 469, 469 , R2–R3 ASSESSMENT Student Edition/Teacher's Edition: 225–228, 225–228 , 367, 367 , 403–405, 403–405 , 469, 469 |

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| 11-12.W.3.1.b | 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. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments • Support: Reasons and Evidence • Building Effective Support</p> <p>Student Edition/Teacher’s Edition: 225–228, 225–228, 403–405, 403–405, 469, 469, R2–R3</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 225–228, 225–228, 367, 367, 403–405, 403–405, 469, 469</p> |
| 11-12.W.3.1.c | Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments • Creating a Coherent Argument</p> <p>Student Edition/Teacher’s Edition: 225–228, 225–228, 403–405, 403–405, R2–R3</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 225–228, 225–228, 367, 367, 403–405, 403–405</p> |

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| 11-12.W.3.1.d | Establish and maintain a consistent style and tone appropriate to purpose and audience. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments • Formal Style</p> <p>Student Edition/Teacher’s Edition: 225–228, 225–228, 403–405, 403–405, R2–R3</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 225–228, 225–228, 367, 367, 403–405, 403–405</p> |
| 11-12.W.3.1.e | Provide a concluding statement or section that follows from and supports the argument presented. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments • Concluding Your Argument</p> <p>Student Edition/Teacher’s Edition: 225–228, 225–228, 403–405, 403–405, R2–R3</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 225–228, 225–228, 367, 367, 403–405, 403–405, 469, 469</p> |

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| 11-12.W.3.2 | Write informative compositions on a variety of topics that – | |
| 11-12.W.3.2.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; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Developing a Topic • Organizing Ideas • Introductions and Conclusions • Using Graphics and Multimedia Student Edition/Teacher’s Edition: 71–74, 71–74 , 141–144, 141–144 , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher’s Edition: 71–74, 71–74 , 141–144, 141–144 , 490, 490 , 499, 499 |
| 11-12.W.3.2.b | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Elaboration Student Edition/Teacher’s Edition: 71–74, 71–74 , 141–144, 141–144 , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher’s Edition: 71–74, 71–74 , 141–144, 141–144 , 499, 499 |

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| 11-12.W.3.2.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. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts • Organizing Ideas</p> <p>Student Edition/Teacher’s Edition: 71–74, 71–74, 141–144, 141–144, R4–R5, R8–R11</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 28, 28, 71–74, 71–74, 141–144, 141–144</p> |
| 11-12.W.3.2.d | Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts • Precise Language and Vocabulary</p> <p>Student Edition/Teacher’s Edition: 71–74, 71–74, 141–144, 141–144, R4–R5, R8–R11</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 71–74, 71–74, 141–144, 141–144</p> |
| 11-12.W.3.2.e | Establish and maintain a style appropriate to the purpose and audience. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts • Formal Style</p> <p>Student Edition/Teacher’s Edition: 71–74, 71–74, 141–144, 141–144, R4–R5, R8–R11</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 71–74, 71–74, 141–144, 141–144</p> |

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| 11-12.W.3.2.f | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Introductions and Conclusions Student Edition/Teacher’s Edition: 71–74, 71–74 , 141–144, 141–144 , R4–R5, R8–R11 |
| 11-12.W.3.3 | Write narrative compositions in a variety of forms that – | |
| 11-12.W.3.3.a | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Context • Point of View and Characters • Narrative Structure Student Edition/Teacher’s Edition: 517–520, 517–520 , R6–R7 |
| | | ASSESSMENT Student Edition/Teacher’s Edition: 16, 16 , 482, 482 , 517–520, 517–520 |

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| 11-12.W.3.3.b | Create a smooth progression of experiences or events. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure Student Edition/Teacher’s Edition: 517–520, 517–520 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 517–520, 517–520 |
| 11-12.W.3.3.c | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure • Narrative Techniques • The Language of Narrative Student Edition/Teacher’s Edition: 517–520, 517–520 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 106, 106 , 517–520, 517–520 |

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| 11-12.W.3.3.d | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives • Narrative Structure Student Edition/Teacher’s Edition: 517–520, 517–520 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 517–520, 517–520 |
| 11-12.W.3.3.e | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives • The Language of Narrative Student Edition/Teacher’s Edition: 44, 44 , 106, 106 , 108a , 398b , 517–520, 517–520 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 16, 16 , 44, 44 , 106, 106 , 397, 397 , 517–520, 517–520 |
| 11-12.W.3.3.f | Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives • Narrative Structure Student Edition/Teacher’s Edition: 517–520, 517–520 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 482, 482 , 517–520, 517–520 |

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| W.4 | THE WRITING PROCESS Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others | |
| 11-12.W.4 | Apply the writing process to – | |
| 11-12.W.4.a | Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Introduction • Task, Purpose, and Audience • Planning and Drafting • Revising and Editing • Trying a New Approach Student Edition/Teacher’s Edition: 67–70, 67–70 , 71–74, 71–74 , 141–144, 141–144 , 225–228, 225–228 , 399–402, 399–402 , 403–406, 403–406 , 471–474, 471–474 , 517–520, 517–520 ASSESSMENT Student Edition/Teacher’s Edition: 67–70, 67–70 , 71–74, 71–74 , 141–144, 141–144 , 225–228, 225–228 , 399–402, 399–402 , 403–406, 403–406 , 471–474, 471–474 , 517–520, 517–520 |

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| 11-12.W.4.b | Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Producing and Publishing with Technology</p> <ul style="list-style-type: none"> • Introduction • Writing for the Internet • Interacting with Your Online Audience • Using Technology to Collaborate <p>Student Edition/Teacher’s Edition: 67–70, 67–70, 71–74, 71–74, 141–144, 141–144, 145–148, 145–148, 221–224, 221–224, 225–228, 225–228, 399–402, 399–402, 403–406, 403–406, 471–474, 471–474, 517–520, 517–520</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 67–70, 67–70, 71–74, 71–74, 130, 130, 141–144, 141–144, 145–148, 145–148, 221–224, 221–224, 225–228, 225–228, 399–402, 399–402, 403–406, 403–406, 471–474, 471–474, 517–520, 517–520</p> |

| Standards | | Page References (TE in BOLD) |
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| W.5 | THE RESEARCH PROCESS Build knowledge about the research process and the topic under study by conducting research | |
| 11-12.W.5 | Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Introduction • Starting Your Research • Refocusing Your Inquiry Using Textual Evidence <ul style="list-style-type: none"> • Synthesizing Information Student Edition/Teacher’s Edition: 112a, 130a, 140a, 212a, 428a, R8–R11 ASSESSMENT Student Edition/Teacher’s Edition: 66, 66, 184, 184, 196, 196, 210, 210, 216, 216 |
| 11-12.W.5.a | Formulate an inquiry question, and refine and narrow the focus as research evolves. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 112a, 130a, 140a, 212a, 428a, R8 ASSESSMENT Student Edition/Teacher’s Edition: 66, 66, 184, 184, 196, 196, 210, 210, 216, 216 |

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| 11-12.W.5.b | Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Conducting Research</p> <ul style="list-style-type: none"> • Types of Sources • Using the Library for Research • Using the Internet for Research <p>Evaluating Sources</p> <ul style="list-style-type: none"> • Introduction • Evaluating Sources for Usefulness • Evaluating Sources for Reliability <p>Using Textual Evidence</p> <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting • Attribution <p>Student Edition/Teacher’s Edition: 20a, 112a, 130a, 140a, 196, 196, 216a, R8–R11</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 130, 130, 196, 196, 360, 360</p> |

| Standards | | Page References (TE in BOLD) |
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| 11-12.W.5.c | Assess the strengths and limitations of each source in terms of the task, purpose, and audience. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Evaluating Sources <ul style="list-style-type: none"> • Introduction • Evaluating Sources for Usefulness • Evaluating Sources for Reliability Student Edition/Teacher’s Edition: 20a, 112a, 130a, 140a, 196, 196, 216a, R8–R11 ASSESSMENT Student Edition/Teacher’s Edition: 130, 130, 196, 196, 360, 360 |

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| 11-12.W.5.d | Synthesize and integrate information into the text selectively to maintain the flow of ideas. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts • Elaboration</p> <p>Conducting Research • Taking Notes</p> <p>Using Textual Evidence • Introduction • Synthesizing Information • Summarizing, Paraphrasing, and Quoting</p> <p>Student Edition/Teacher’s Edition: 67–70, 67–70, 71–74, 71–74, 141–144, 141–144, 225–228, 225–228, 471–474, 471–474, 517–520, 517–520</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 67–70, 67–70, 71–74, 71–74, 141–144, 141–144, 184, 184, 225–228, 225–228, 471–474, 471–474, 517–520, 517–520</p> |
| 11-12.W.5.e | Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. | <p>INSTRUCTION/APPLICATION 130, 130, 196, 196, 360, 360, R9-R11</p> |
| 11-12.W.5.f | Present information, choosing from a variety of formats. | <p>INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 20a, 112a, 130a, 140a, 196, 196, 216a, R8–R11</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 130, 130, 196, 196, 360, 360</p> |

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| W.6 | CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English | |
| 11-12.W.6.1 | Demonstrate command of English grammar and usage, focusing on: | |
| 11-12.W.6.1a | Pronouns – Students are expected to build upon and continue applying conventions learned previously. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 69, 69 , 73, 73 , 143, 143 , 227, 227 , 401, 401 , 405, 405 , 519, 519 , R30-R33 |
| 11-12.W.6.1b | Verbs – Students are expected to build upon and continue applying conventions learned previously. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 69, 69 , 73, 73 , 143, 143 , 227, 227 , 401, 401 , 405, 405 , 519, 519 , R33-R35 |
| 11-12.W.6.1c | Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 69, 69 , 73, 73 , 143, 143 , 227, 227 , 401, 401 , 405, 405 , 519, 519 , R3-R38 |
| 11-12.W.6.1d | Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 69, 69 , 73, 73 , 143, 143 , 227, 227 , 401, 401 , 405, 405 , 519, 519 , R40-R43 |
| 11-12.W.6.1e | Usage – Students are expected to build upon and continue applying conventions learned previously. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 69, 69 , 73, 73 , 143, 143 , 227, 227 , 401, 401 , 405, 405 , 519, 519 , R30-R48 |
| 11-12.W.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: | |
| 11-12.W.6.2a: | Capitalization – Students are expected to build upon and continue applying conventions learned previously. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 69, 69 , 73, 73 , 143, 143 , 227, 227 , 401, 401 , 405, 405 , 519, 519 , R29 |

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| 11-12.W.6.2b | Punctuation – Students are expected to build upon and continue applying conventions learned previously. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 69, 69 , 73, 73 , 143, 143 , 227, 227 , 401, 401 , 405, 405 , 519, 519 , R26-R28 |
| 11-12.W.6.2c: | Spelling – Students are expected to build upon and continue applying conventions learned previously. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 74, 74 , 144, 144 , 228, 228 , 402, 402 , 406, 406 , 520, 520 , R49, R57–R59, R60–R61 |
| SPEAKING AND LISTENING | | |
| SL.1 | LEARNING OUTCOME FOR SPEAKING AND LISTENING Refine and apply effective communication skills through speaking and active listening | |
| 11-12.SL.1 | Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions • Listening and Responding • Wrapping Up Your Discussion Student Edition/Teacher’s Edition: 67–70, 67–70 , 145–148, 145–148 , 221–224, 221–224 , R12–R13, R14–R15 Close Reader/Teacher’s Edition: 18b–18e, 168b–168g ASSESSMENT Student Edition/Teacher’s Edition: 67–70, 67–70 , 145–148, 145–148 , 221–224, 221–224 |

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| SL.2 | DISCUSSION AND COLLABORATION Refine and apply reciprocal communication skills by participating in a range of collaborative discussions | |
| 11-12.SL.2.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Introduction • Preparing for Discussion • Establishing and Following Procedure • Speaking Constructively • Listening and Responding • Wrapping Up Your Discussion Student Edition/Teacher's Edition: 14, 14 , 19, 19 , 26, 26 , 42, 42 , 59, 59 , 63, 63 , 65, 65 , 66a , 67–70, 67–70 , 88, 88 , 104, 104 , 110, 110 , 118, 118 , 126, 126 , 128, 128 , 136, 136 , 145–148, 145–148 , 164, 164 , 173, 173 , 182, 182 , 194, 194 , 208, 208 , 215, 215 , 219, 219 , 221–224, 221–224 , 353, 353 , 358, 358 , 365, 365 , 375, 375 , 390, 390 , 396, 396 , 424, 424 , 430, 430 , 448, 448 , 467, 467 , 480, 480 , 488, 488 , 491, 491 , 497, 497 , 513, 513 , R12–R13, R14–R15 Close Reader/Teacher's Edition: 18b–18e, 168b–168g ASSESSMENT Student Edition/Teacher's Edition: 67–70, 67–70 , 106, 106 , 130, 130 , 145–148, 145–148 , 221–224, 221–224 , 283, 283 , 310, 310 |

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| 11-12.SL.2.2 | Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Preparing for Discussion • Speaking Constructively <p>Student Edition/Teacher’s Edition: 14, 14, 26, 26, 42, 42, 59, 59, 63, 63, 65, 65, 67–70, 67–70, 104, 104, 110, 110, 118, 118, 126, 126, 128, 128, 145–148, 145–148, 164, 164, 173, 173, 182, 182, 194, 194, 208, 208, 215, 215, 219, 219, 221–224, 221–224, 353, 353, 358, 358, 365, 365, 375, 375, 390, 390, 396, 396, 424, 424, 430, 430, 448, 448, 467, 467, 480, 480, 488, 488, 497, 497, 513, 513, R12–R13, R14–R15</p> <p>Close Reader/Teacher’s Edition: 18b–18e, 168b–168g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 61, 61, 67–70, 67–70, 145–148, 145–148, 186, 186, 221–224, 221–224, 377, 377, 392, 392, 450, 450, 515, 515</p> |

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| 11-12.SL.2.3 | Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions • Establishing and Following Procedure</p> <p>Student Edition/Teacher’s Edition: 67–70, 67–70, 145–148, 145–148, 221–224, 221–224, R12–R13, R14–R15</p> <p>Close Reader/Teacher’s Edition: 18b–18e, 168b–168g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 67–70, 67–70, 145–148, 145–148, 221–224, 221–224</p> |
| 11-12.SL.2.4 | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions • Speaking Constructively • Listening and Responding</p> <p>Student Edition/Teacher’s Edition: 67–70, 67–70, 140b, 145–148, 145–148, 221–224, 221–224, R12–R13, R14–R15</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 67–70, 67–70, 145–148, 145–148, 221–224, 221–224, 432, 432</p> |

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| 11-12.SL.2.5 | Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Listening and Responding • Wrapping Up Your Discussion <p>Student Edition/Teacher’s Edition: 67–70, 67–70, 145–148, 145–148, 221–224, 221–224, R12–R13, R14–R15</p> <p>Close Reader/Teacher’s Edition: 18b–18e, 168b–168g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 67–70, 67–70, 145–148, 145–148, 221–224, 221–224</p> |
| SL.3 | <p>COMPREHENSION Refine and apply active listening and interpretation skills using various strategies</p> | |
| 11-12.SL.3.1 | Integrate multiple sources of information presented in diverse media and formats (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. | <p>INSTRUCTION/APPLICATION Digital Collections/Lessons: Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> • Introduction • Evaluating a Speaker’s Reliability • Synthesizing Media Sources <p>Student Edition/Teacher’s Edition: 130, 130, 432, 432, R14–R15</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 130, 130, 432, 432</p> |

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| 11-12.SL.3.2 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Tracing a Speaker’s Argument • Rhetoric and Delivery Student Edition/Teacher’s Edition: 67–70, 67–70 , 145–148, 145–148 , 221–224, 221–224 , 432, 432 , R14–R15 ASSESSMENT Student Edition/Teacher’s Edition: 67–70, 67–70 , 138, 138 , 145–148, 145–148 , 221–224, 221–224 , 432, 432 |
| SL.4 | PRESENTATION OF KNOWLEDGE AND IDEAS Refine and apply speaking skills to communicate ideas effectively in a variety of situations | |
| 11-12.SL.4.1 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Introduction • Knowing Your Audience • The Content of Your Presentation • Style in Presentation Student Edition/Teacher’s Edition: 66b , 221–224, 221–224 , 471–474, 471–474 , R14–R15 ASSESSMENT Student Edition/Teacher’s Edition: 66 , 138, 138 , 216, 216 , 221–224, 221–224 , 471–474, 471–474 |

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| 11-12.SL.4.2 | Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence. | INSTRUCTION/APPLICATION Digital Collections/Lessons: Using Media in a Presentation <ul style="list-style-type: none"> • Introduction • Types of Media: Audio, Video, and Images • Using Presentation Software • Building and Practicing Your Presentation Student Edition/Teacher’s Edition: 130, 130 , 130a , 196, 196 , 360, 360 ASSESSMENT Student Edition/Teacher’s Edition: 130, 130 , 196, 196 , 216, 216 , 360, 360 , 492, 492 |
| 11-12.SL.4.3 | Students are expected to build upon and continue applying concepts learned previously. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 66b , 221–224, 221–224 , 471–474, 471–474 , R14–R15 ASSESSMENT Student Edition/Teacher’s Edition: 66 , 138, 138 , 216, 216 , 221–224, 221–224 , 471–474, 471–474 |

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| MEDIA LITERACY | | |
| ML.1 | LEARNING OUTCOME FOR MEDIA LITERACY Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes | |
| 11-12.ML.1 | Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 19, 19 , 123, 123 , 213, 213 , 357, 357 , 491, 491 |
| 11-12.ML.2 | MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences | |
| 11-12.ML.2.1 | Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 19, 19 , 123, 123 , 213, 213 , 357, 357 , 491, 491 |
| 11-12.ML.2.2 | Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. | INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 123, 123 , 213, 213 , 357, 357 , 491, 491 |