

# STANDARDS CORRELATION

## English Language Arts Standards » Writing » Grades 11–12

### Text Types and Purposes

<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>b. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>SB:</b> Ch. 2 (pp. 15–33)  <b>TG:</b> pp. 8–24  <b>IWL:</b> WC_2.1A_IdentifyClaims          WC_2.1B_PreciseClaims          WC_2.1C_StrongClaims          WC_2.1D_WriteClaim          WC_2.2A_IdentifySupport          WC_2.2B_SupportClaims          WC_2.3A_Counterclaims          WC_2.3B_RespondClaims          WC_2.5B_AnalyzeSources          WC_2.6A_Checklist          WC_2.6A_PromptADraft          WC_2.6A_PromptAFinal</p>
<p>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> <p>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.</p> <p>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.</p> <p>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> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>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).</p>	<p><b>SB:</b> Ch. 3 (pp. 34–48)  <b>TG:</b> pp. 26–39  <b>IWL:</b> WC_3.1A_PreciseThesis          WC_3.2A_EvaluteDetails          WC_3.2B_WriteDetails          WC_3.3A_WriteSummary          WC_3.4B_GatherIdeas          WC_3.4F_VarySyntax          WC_3.4H_CorrectRunon          WC_3.5A_Checklist          WC_3.5A_PromptADraft          WC_3.5A_PromptAModel</p>

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## English Language Arts Standards » Writing » Grades 11–12

### Production and Distribution of Writing

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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 tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>SB:</b> Ch.6 (pp. 90–103)  <b>TG:</b> pp. 76–87  <b>IWL:</b> WC_6.1A_PointofView          WC_6.2A_IdentifyTechnique          WC_6.3A_AnalyzingEvents          WC_6.4A_PreciseWords          WC_6.6B_AnalyzePrompt          WC_6.6E_AddDialogue          WC_6.7A_Checklist          WC_6.7A_PromptADraft          WC_6.7A_PromptAFinal</p>
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>SB:</b> Ch. 1 (pp.6–14) ,          Ch. 2 (pp. 24–33),          Ch. 3 (pp. 40–48),          Ch. 4 (pp. 59–73),          Ch. 5 (pp. 74–89),          Ch. 6 (pp. 90–103),  <b>TG:</b> pp. 9–24, 26–39, 34–46,          63–74, 76–87  <b>IWL:</b> Chapters 1–6</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p>	<p><b>SB:</b> Ch. 1 (pp. 6–14),          Ch. 2 (pp. 24–33),          Ch. 3 (pp. 40–48),          Ch. 4 (pp. 59–73),          Ch. 5 (pp. 74–89),          Ch. 6 (pp. 90–103),  <b>TG:</b> pp. 9–24, 26–39, 41–61,          63–74, 76–87  <b>IWL:</b> Chapters 1–6</p>
<p>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><b>SB:</b> p. 30, 69</p>

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# STANDARDS CORRELATION

## English Language Arts Standards » Writing » Grades 11–12

### Research to Build and Present Knowledge

<p>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><b>SB:</b> Ch. 4 (pp. 49–73)  <b>TG:</b> pp. 41–61  <b>IWL:</b> WC_4.1A_ResearchQuest            WC_4.1B_SelectQuestion            WC_4.2A_RelevantSources            WC_4.2B_Reliability            WC_4.3A_TakeNotes            WC_4.4A_Categorize            WC_4.4A_Synthesize            WC_4.5A_CiteSources            WC_4.6E_ParallelStructure            WC_4.6F_ConfusingWords            WC_4.6G_ProofreadEssay            WC_4.7A_Checklist            WC_4.7A_PromptADraft;            WC_4.7A_PromptAFinal</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>SB:</b> Ch. 4 (pp. 49–73)  <b>TG:</b> pp. 41–61  <b>IWL:</b> WC_4.1A_ResearchQuest            WC_4.1B_SelectQuestion            WC_4.2A_RelevantSources            WC_4.2B_Reliability            WC_4.3A_FlowIdeas            WC_4.4A_QuotesCitations            WC_4.5D_AnalyzeOutline</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”)</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p><b>SB:</b> Ch. 1 (pp. 11–12),            Ch. 2 (pp. 21–33),            Ch. 3 (pp. 37–39),            Ch. 4 (pp. 55–57),            Ch. 5 (pp. 76–79, 86)  <b>TG:</b> pp. 7–8, 9–17, 67–68  <b>IWL:</b> Corresponding to the pages above.</p>
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>SB:</b> Ch. 1 (pp. 6–14),            Ch. 2 (pp. 15–33),            Ch. 3 (pp. 34–48),            Ch. 4 (pp. 49–73),            Ch. 5 (pp. 74–89),            Ch. 6 (pp. 90–103),  <b>TG:</b> pp. 9–24, 26–39, 41–61,            63–74, 76–87  <b>IWL:</b> Corresponding to the pages above.</p>

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# STANDARDS CORRELATION

## English Language Arts Standards » Language (L) » Grades 11–12

### Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>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.</p>	<p><b>SB:</b> pp. 14, 31–32, 47, 71–72, 84, 87–88, 102</p> <p><b>TG:</b> pp. 93–113</p> <p><b>IWL:</b> WC_1.5A_EditParagraph, WC_4.6F_ConfusingWords, WC_4.6G_ProofreadEssay, WC_5.3H_CorrectQuotations, WC_6.6F_VerbTense, WC_CWP_1–11</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p><b>SB:</b> pp. 14, 31–32, 47, 71–72, 87</p> <p><b>TG:</b> pp. 93–113</p> <p><b>IWL:</b> WC_4.5E_ActiveVoice, WC_CWP_1–11</p>

### Knowledge of Language

<p>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> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p><b>SB:</b> pp. 13, 44–46, 69–72</p> <p><b>TG:</b> pp. 100, 104–105</p> <p><b>IWL:</b> WC_3.4F_VarySyntax, WC_4.6E_ParallelStructure, WC_6.4A_PreciseWords, WC_CWP_1–11</p>
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### Vocabulary Acquisition and Use

<p>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> <p>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> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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, its part of speech, its etymology, or its standard usage.</p> <p>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><b>SB:</b> pp. 14, 28, 78–79</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>SB:</b> pp. 74–75</p>
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>SB:</b> pp. 9, 21</p>

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# STANDARDS CORRELATION

## English Language Arts Standards » Speaking and Listening (SL) » Grades 11–12

### Comprehension and Collaboration

<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and 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> <p>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>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>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><b>SB:</b> pp. 8, 10, 12, 13, 14, 17, 23, 25, 30, 31, 46, 50, 52, 56, 64, 69, 74, 88, 94, 108–110</p>
<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p><b>SB:</b> pp. 108–110 <b>IWL:</b> WC_7.3_SpeakTips</p>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><b>SB:</b> pp. 108–110 <b>IWL:</b> WC_7.3_SpeakTips</p>

### Presentation of Knowledge and Ideas

<p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p><b>SB:</b> pp. 108–110 <b>IWL:</b> WC_7.3_SpeakTips</p>
<p>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><b>SB:</b> pp. 108–110 <b>IWL:</b> WC_7.3_SpeakTips</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)</p>	<p><b>SB:</b> pp. 108–110 <b>IWL:</b> WC_7.3_SpeakTips</p>

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