

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> Grade 10 Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> Grade 10 <u>Student Ed-SE</u> <u>Teacher Ed-TE</u>	<u>Vocabu-Lit</u> Grade 10- Level K Student Ed-SE Teacher Ed-TE
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. 	SE/TWE Writing Complete Sentences, pp. 18–19; Parallelism, pp. 33–34; Using Colons, p. 128; Using Semicolons, p. 146; Using Dashes, p. 168; Using Transitions, pp. 185–186; Capitalization, p. 214; Spelling, p. 256; Using Parentheses, pp. 274–275; Consistent Verb Tenses, pp. 306–307; Participial Phrases, p. 341; Using Pronouns, pp. 381–382; Noun Phrases, p. 404; Using Commas with Phrases and Clauses, pp. 441–442	SE: 43, 44, 45, 46, 294, 302	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 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. 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). 	Unit Introduction Goals (discuss meanings of academic vocabulary)— TWE pp. 7, 115, 283, 363 Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 56, 76, 116, 133, 152, 173, 191, 238, 262, 281, 312, 330, 364, 390, 409, 428, 448, 470; Unit 1 Introduction Introduction Suggestions (etymology)—TWE p. 7 Language Foreign Words, p. 72; Technical Vocabulary (Greek and Latin prefixes, roots, and suffixes), p. 465; First Read Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485	SE: 3, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514 TE: 182, 183	Classic Roots and Affixes exercises in every unit-level word study Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises throughout program; 6, 14, 18, 22, 34, 46, 50, 66, 74, 78, 79, 90, 98, 102, 118, 134, 150, 162

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Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	Unit 1 Introduction Suggestions (connotation and denotation)— TWE p. 7 Chapter 5 Summarizing and Synthesizing Story Elements Third Read: Evaluating the Effects of Word Choice—pp. 86–94; Chapter 7 Understanding Word Choice and Style Second Read: Analyzing Author’s Word Choice— pp. 143–144; Third Read: Understanding Rhetoric— pp. 144–146; Chapter 10 Using Literal and Figurative Language to Persuade First Read: Understanding Allegory/Metonymy—pp. 193–200; Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438; First Read Preview Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264,283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485; Focus on Identifying Tone—pp. 122–124; Focus on Figurative Language—pp. 163–164; Project-Based Assessments Travel Brochure (connotation and denotation), p. 96	SE: 29, 126, 155, 488,495, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 519	88, 104, 116, 120, 128, 47, 51, 75, 123 20, 48, 68, 96, 148
LAFS.1112.L.3.6:	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.	Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438; Unit Introduction Goals (discuss meanings of academic vocabulary)— TWE pp. 7, 115, 283, 363 Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 56, 76, 116, 133, 152, 173, 191, 238, 262, 281, 312, 330, 364, 390, 409, 428, 448, 470	SE: 3, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	Classic Roots and Affixes exercises in every unit-level word study Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises throughout program; 6, 14, 18, 22, 34, 46, 50, 66, 74, 78, 79, 90, 98, 102, 118, 134, 150, 162
LAFS.1112.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text,	Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173–174: Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas (paraphrase or direct quote)— pp. 179– 180; Focus on Identifying Supporting Details (paraphrase)—	SE: 222, 223 TE: 54, 161, 256, 257	15, 63, 79, 113, 127, 13, 135, 141, 151, 155

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Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
	including determining where the text leaves matters uncertain.	p. 180; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364–365; Making Connections (paraphrase ideas)—p. 365; Speak and Listen (summarize discussion)—p. 374; Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections—pp. 448–449: “Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions” by Tom Foster (excerpt/article) Focus on Citing Text Evidence (paraphrase or direct quotation)—p. 459; On Your Own Integrating Ideas (summarize arguments)—p. 188; Project-Based Assessment Analyze an Argument (paraphrase/direct quote)—p. 216; The Writing Process Take Notes from Other Sources (paraphrase information)—p. 229; Final Peer Review—p. 356; Conduct Research (paraphrase or direct quotation)—p. 496; Organize Ideas (summarize main points)—p. 497; Prepare Research Format (paraphrase or summarize)—p. 498		7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.1112.RI.1.2:	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Chapter 8 Synthesizing Details from Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 152–153: Tuesdays with Morrie by Mitch Albom (excerpt/novel) : Morrie: In His Own Words by Morrie Schwartz (excerpt/nonfiction) First Read: Understanding the Impact of Details—pp. 154–162; Second Read: Determining Central Idea—pp. 162–164; Third Read: Synthesizing Details from Multiple Sources—pp. 164–168	SE: 168-170	SE: 48, 76, 85, 99, 144, 148
LAFS.1112.RI.1.3:	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.	Analyzing Interactions Between Characters and Events—pp. 58–65; Analyzing How Authors Develop Characters—pp. 477–484	SE: 163-169	SE: 20, 44, 48, 76, 92, 96, 124, 132, 152
LAFS.1112.RI.2.4:	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 (e.g., how Madison defines faction in Federalist No. 10).	Unit 1 Introduction Suggestions (connotation and denotation)—TWE p. 7 Chapter 5 Summarizing and Synthesizing Story Elements Third Read: Evaluating the Effects of Word Choice—pp. 86–94; Chapter 7 Understanding Word Choice and Style Second Read: Analyzing Author’s Word Choice—pp. 143–144; Third Read: Understanding Rhetoric—pp. 144–146; Chapter 10 Using Literal and Figurative Language to Persuade First Read: Understanding Allegory/Metonymy—pp. 193–200; Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438; First Read	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	Classic Roots and Affixes exercises in every unit-level word study Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises

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		Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485; Focus on Identifying Tone— pp. 122–124; Focus on Figurative Language— pp. 163–164; Project-Based Assessments Travel Brochure (connotation and denotation), p. 96		throughout Program; 6, 14, 18, 22, 34, 46, 50, 66, 74, 78, 79, 90, 98, 102, 118, 134, 150, 162
LAFS.1112.RI.2.5:	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Chapter 12 Analyzing the Structure of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 262– 263; The Omnivore’s Dilemma by Michael Pollan (excerpt/informational) First Read: Understanding Main Ideas—pp. 264–269; Second Read: Analyzing the Structure of an Argument— pp. 270–271; Third Read: Evaluating an Argument—pp. 272–273; Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173– 174; Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas— pp. 175–180; Second Read: Identifying Supporting Details—pp. 180–182; Third Read: Evaluating an Argument—pp. 182–185	SE: 174, 175, 478, 479, 480, 489 TE: 26, 55	SE: 5, 9, 13, 17, 21, 33, 37, 41, 45, 49, 61, 65, 69, 73, 77, 89, 93, 97, 101, 105, 117, 121, 124, 128, 132, 144, 149, 153, 157
LAFS.1112.RI.2.6:	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Chapter 14 Analyzing Structure and Tone in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 312– 313; Hot, Flat, and Crowded by Thomas L. Friedman (excerpt/informational) First Read: Understanding Cause and Effect—pp. 314–320; Second Read: Using Rhetorical Devices to Advance Purpose—pp. 320–321; Third Read: Analyzing Author’s Tone—pp. 321– 323; Chapter 17 Understanding How Authors Advance Their Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 390– 391: “Freedom” by E. B. White (excerpt/essay), The Prince by Niccolò Machiavelli (excerpt/essay) First Read: Making Inferences—pp. 392–397; Second Read: Analyzing Rhetoric—pp. 397–399; Third Read: Evaluating Reasoning—pp. 399–403	SE: 101, 102, 103, 104, 126, 127, 179	SE: 88, 104, 116, 120, 128 TE: 12, 20, 48, 68, 88, 96
LAFS.1112.RI.3.7:	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Pictorial Presentation, pp. 20, 423–424; Digital Presentation, pp. 257–258; Facebook Group, pp. 444– 445; Advertising Poster, p. 466; Magazine Article, pp. 466–467; Online search, collaboration, and publication—pp. 13, 29, 52, 64, 83, 96, 126, 128, 141, 146, 162, 182, 197, 209, 247, 258, 268, 272, 293, 304, 320, 322, 337, 341, 372, 396, 414, 436, 458, 459, 466, 485; Final Essay Upload	SE: 489 TE: 26, 55	SE: 15, 63, 79, 113, 127, 13, 135, 141, 151, 155

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		essay to websites or blog—pp. 107, 233, 357, 500 Project-Based Assessments : Digital Collection of Aphorisms, p. 170; Facebook Group, pp. 444– 445; Using Technology in the Classroom TWE pp. 507– 508		TE: 7, 11, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 131, 147, 159, 163
LAFS.1112.RI.3.8:	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) First Read: Identifying Main Ideas—pp. 366–373; Second Read: Analyzing the Development of Supporting Ideas— pp. 373–374; Chapter 13 Understanding Narrative Nonfiction and American Documents Preview Concepts/Chapter Goals/Making Connections— pp. 281– 282; The Immortal Life of Henrietta Lacks by Rebecca Skloot (excerpt/ informational) Decision Points by George W. Bush (excerpt/memoir) Signing of Stem Cell Executive Order and Scientific Integrity Presidential Memorandum by President Barack Obama (excerpt/speech) First Read: Identifying Theme—pp. 283–294; Second Read: Analyzing Author’s Craft— pp. 295– 297; Third Read: Analyzing American Documents— pp. 298–306	SE: 101, 102, 103, 104	SE: 48, 76, 85, 99, 144, 148 TE: 12, 20, 68, 88, 96
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	Chapter 10 Using Literal and Figurative Language to Persuade Preview Concepts/Chapter Goals/Making Connections—pp. 191– 192; “Silence Dogood #4” by Benjamin Franklin (excerpt/allegory)		
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades	Chapters 3, 5, 6, 7, 8, 10, 12, 13, 14, 16, 17, 18, 19		SE: 5, 9, 13, 17, 21, 33, 37, 41, 45, 49, 61, 65, 69, 73, 77, 89, 93, 97, 101, 105, 117, 121, 124,

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	11–CCR text complexity band independently and proficiently.			128, 132, 144, 149, 153, 157
LAFS.1112.R L.1.1:	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.	Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173– 174: Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas (paraphrase or direct quote)— pp. 179– 180; Focus on Identifying Supporting Details (paraphrase)— p. 180; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; Making Connections (paraphrase ideas)—p. 365; Speak and Listen (summarize discussion)— p. 374; Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections— pp. 448– 449: “Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions” by Tom Foster (excerpt/article) Focus on Citing Text Evidence (paraphrase or direct quotation)—p. 459; On Your Own Integrating Ideas (summarize arguments)—p. 188; Project-Based Assessment Analyze an Argument (paraphrase/direct quote)—p. 216; The Writing Process Take Notes from Other Sources (paraphrase information)—p. 229; Final Peer Review—p. 356; Conduct Research (paraphrase or direct quotation)—p. 496; Organize Ideas (summarize main points)—p. 497; Prepare Research Format (paraphrase or summarize)—p. 498		15, 63, 79, 113, 127, 13, 135, 141, 151, 155
LAFS.1112.R L.1.2:	Determine two or more themes 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; provide an objective summary of the text.	Chapter 3 Analyzing and Comparing Themes Preview Concepts/Chapter Goals/Making Connections—pp. 38–39 The Travels of Ibn Battuta by Ibn Battuta (excerpt/memoir) Second Read: Analyzing Theme—pp. 45–46; Third Read: Comparing Stories—pp. 46–49 Chapter 10 “Silence Dogood #4” by Benjamin Franklin (excerpt/allegory) “Where College Fails Us” by Caroline Bird (excerpt/essay Second Read: Determining Theme—pp. 201–202; Chapter 18 Recognizing Universal Themes Across Cultures Preview Concepts/Chapter Goals/Making Connections— pp. 409– 410; Things Fall Apart by Chinua Achebe (excerpt/novel) “The Second Coming” by William Butler Yeats (excerpt/poetry) First Read: Identifying Theme—pp. 411–417; Second Read: Analyzing a Cultural Experience—pp. 417–418; Third Read: Analyzing How a Text Transforms Source Material—pp. 418–422	SE: 167, 168, 169, 170	SE: 4, 8, 32, 40, 44, 64, 72, 88, 104, 116, 120, 156, 160

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LAFS.1112.R L.1.3:	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).	Chapter 1 Analyzing Narrative Details Preview Concepts/Chapter Goals/Making Connections—pp. 8–9 The Journeyer by Gary Jennings (excerpt/novel) First Read: Understanding Narrative Details—pp. 10–14 Second Read: Sensory Details and Comparisons—pp. 15–16; Third Read: Drawing Conclusions—pp. 16–18; Chapter 7 Understanding Word Choice and Style Preview Concepts/Chapter Goals/Making Connections—pp. 133– 134; To Sir, With Love by E. R. Braithwaite (excerpt/memoir) First Read: Identifying Key Elements—pp. 135– 142; Second Read: Analyzing Author's Word Choice— pp. 143–144; Third Read: Understanding Rhetoric— pp. 144–146; Chapter 21 Interpreting Dramatic Conventions Preview Concepts/Chapter Goals/Making Connections—pp. 470– 471; The Post Office, Act One by Rabindranath Tagore (excerpt/play) First Read: Determining an Author's Message—pp. 472–476; Second Read: Analyzing How Authors Develop Characters—p. 477-484	SE: 149, 150, 151, 152, 153, 156, 161	SE: 5, 9, 13, 17, 21, 33, 37, 41, 45, 49, 61, 65, 69, 73, 77, 89, 93, 97, 101, 105, 117, 121, 124, 128, 132, 144, 149, 153, 157
LAFS.1112.R L.2.4:	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 tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Unit 1 Introduction (connotation and denotation)— TWE p. 7; Chapter 5 Summarizing and Synthesizing Story Elements Third Read: Evaluating the Effects of Word Choice—pp. 86–94; Chapter 7 Understanding Word Choice and Style Second Read: Analyzing Author's Word Choice— pp. 143–144 Third Read: Understanding Rhetoric— pp. 144–146 Chapter 10 Using Literal and Figurative Language to Persuade First Read: Understanding Allegory/Metonymy—pp. 193–200 Chapter 19 Understanding an Author's Point of View First Read: Defining Key Terms—pp. 430–438 First Read Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485 Focus on Identifying Tone— pp. 122–124 Focus on Figurative Language—pp. 163–164 Project-Based Assessments Travel Brochure (connotation and denotation), p. 96	SE: 444, 445, 446, 447, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises throughout program; 6, 14, 18, 22, 34, 46, 50, 66, 74, 78, 79, 90, 98, 102, 118, 134, 150, 162
LAFS.1112.R L.2.5:	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)	Chapter 2 Determining Central Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 24–25; The Story of Civilization: Our Oriental Heritage by Will Durant (excerpt/ history) Second Read: Analyzing Structure—pp. 30–31; Chapter 12 Analyzing the Structure of an Argument Preview Concepts/Chapter	SE: 174, 175, 478, 479, 480 TE: 69, 88, 115, 187, 244	SE: 12-13, 15, 88-89, 91, 124-125, 127

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Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
	contribute to its overall structure and meaning as well as its aesthetic impact.	Goals/Making Connections—pp. 262– 263; The Omnivore’s Dilemma by Michael Pollan (excerpt/informational) Second Read: Analyzing the Structure of an Argument—pp. 270–271; Chapter 14 Analyzing Structure and Tone in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 312– 313; Hot, Flat, and Crowded by Thomas L. Friedman (excerpt/informational) First Read: Understanding Cause and Effect—pp. 314–320; Second Read: Using Rhetorical Devices to Advance Purpose—pp. 320–321; Third Read: Analyzing Author’s Tone—pp. 321– 323; Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections— pp. 448– 449; “Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions” by Tom Foster (excerpt/article) Second Read: Analyzing Organization—pp. 460– 461		
LAFS.1112.R L.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Chapter 4 Analyzing Dramatic Irony Preview Concepts/Chapter Goals/Making Connections—pp. 56–57 • The Odyssey by Homer translated by Robert Fitzgerald (excerpt/epic poem) O Brother, Where Art Thou? by Ethan and Joel Coen (excerpt/film) Third Read: Comparing Approaches—pp. 68–71; Chapter 5 Summarizing and Synthesizing Story Elements Preview Concepts/Chapter Goals/Making Connections—pp. 76–77 • Around the World in Eighty Days by Jules Verne (excerpt/novel) Around the World in 80 Days with Michael Palin with Michael Palin (excerpt/memoir) Third Read: Evaluating the Effects of Word Choice—pp. 86–94; Chapter 8 Synthesizing Details from Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 152– 153; Tuesdays with Morrie by Mitch Albom (excerpt/novel) Morrie: In His Own Words by Morrie Schwartz (excerpt/nonfiction) Focus on Figurative Language— pp. 163–164; Chapter 10 Using Literal and Figurative Language to Persuade Preview Concepts/Chapter Goals/Making Connections—pp. 191–192; “Silence Dogood #4” by Benjamin Franklin (excerpt/allegory) “Where College Fails Us” by Caroline Bird (excerpt/essay) First Read: Understanding Allegory—pp. 193–200; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) Figurative Language in Literature—TWE p. 367; Close Reading Annotating a Text (marking imagery	SE: 29, 100, 101, 102, 103, 104,126, 155, 179, 488,495, 519	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
		or interesting figurative language)—p. xxv Project-Based Assessment Descriptive Narrative Essay (use figurative language)—pp. 112–113		
LAFS.1112.R L.3.7:	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. (Include at least one play by Shakespeare and one play by an American dramatist.)	Chapter 4 Analyzing Dramatic Irony Preview Concepts/Chapter Goals/Making Connections—pp. 56–57; The Odyssey by Homer translated by Robert Fitzgerald (excerpt/epic poem) O Brother, Where Art Thou? by Ethan and Joel Coen (excerpt/film) Third Read: Comparing Approaches—pp. 68–71	TE: 3, 82, 311, 315, 323	
LAFS.1112.R L.3.9:	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.	Chapter 2 Determining Central Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 24–25 • The Story of Civilization: Our Oriental Heritage by Will Durant (excerpt/ history) First Read: Finding Details That Support Central Ideas—pp. 26–30; Third Read: Integrating Information—pp. 31–33; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) First Read: Identifying Main Ideas—pp. 366–373; Second Read: Analyzing the Development of Supporting Ideas— pp. 373–374; Chapter 13 Understanding Narrative Nonfiction and American Documents Preview Concepts/Chapter Goals/Making Connections—pp. 281– 282; The Immortal Life of Henrietta Lacks by Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) First Read: Identifying Main Ideas—pp. 366–373; Second Read: Analyzing the Development of Supporting Ideas— pp. 373–374; Chapter 13 Understanding Narrative Nonfiction and American Documents Preview Concepts/Chapter Goals/Making Connections—pp. 281– 282; The Immortal Life of Henrietta Lacks by Rebecca Skloot (excerpt/ informational) Decision Points by George W. Bush (excerpt/memoir) Signing of Stem Cell Executive Order and Scientific Integrity Presidential Memorandum by President Barack Obama (excerpt/speech) Third Read: Analyzing American Documents— pp. 298–306	SE: 101-104	5, 9, 13, 17, 21, 33, 37, 41, 45, 48, 49, 61, 65, 69, 73, 76, 77, 85, 89, 93, 97, 99, 101, 105, 117, 121, 124, 128, 132, 144, 149, 153, 157, 4, 8, 32, 40, 44, 64, 72, 88, 104, 116, 120, 156, 160 88, 104, 116, 120, 128 47, 51, 75, 123 12, 20, 48, 68, 88, 96

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
LAFS.1112.R L.4.10:	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	Chapters 4, 5, 8, 13		5, 9, 13, 17, 21, 33, 37, 41, 45, 48, 49, 61, 65, 69, 73, 76, 77, 85, 89, 93, 97, 99, 101, 105, 117, 121, 124, 128, 132, 144, 149, 153, 157, 4, 8, 32, 40, 44, 64, 72, 88, 104, 116, 120, 156, 160 88, 104, 116, 120, 128 47, 51, 75, 123 12, 20, 48, 68, 88, 96
LAFS.1112.S L.1.1:	<p>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> <ol style="list-style-type: none"> 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a 	<p>Speak and Listen Oral communications (partner, small group, class discussions)— pp. 16, 18, 33, 44, 46, 49, 66, 71, 93, 94, 124, 126, 128, 142, 144, 162, 185, 200, 202, 213, 247, 249, 255, 269, 272, 273, 294, 297, 306, 320, 323, 337, 340, 374, 381, 399, 417, 422, 438, 459, 464, 476, 485, 487 Project-Based Assessments: Socratic Seminar, pp. 147–148, 275–276; Role-Play Debate, pp. 186–187; Lincoln-Douglas Debate, pp. 217–219; Persuasive Speech, p. 308; Debate, pp. 341–342</p>	SE: 520, 521, 522, 523, 524	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
	<p>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>			
LAFS.1112.S L.1.2:	<p>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>Project-Based Assessments (requiring research) Pictorial Presentation, p. 20; Argumentative Essay, pp. 35, 187, 443; Digital Collection of Aphorisms, p. 170; Role-Play Debate, p. 186; Analysis of an Argument, p. 215; Lincoln-Douglas Debate, p. 217; Digital Presentation, p. 257; Write a Prologue, p. 326 On Your Own Integrating Ideas (research)—pp. 21, 35, 53, 73, 97, 130, 149, 170, 188, 219, 259, 277, 309, 327, 344, 387, 406, 425, 445, 467, 490; Focus on Integrating Information (research)— pp. 31–33; Focus on Summarizing Text (research questions)—p. 83 Focus on Evaluating an Argument (conduct research)—p. 273; Making Connections Conduct research to answer the question—p. 77 Tech-Connect Online research—p. 197; Writing Workshop Writing a Research Paper—pp. 493–500; Unit 2 Writing Writing an Argumentative Essay— pp. 223–233 Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; LincolnDouglas Debate, pp. 217– 219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466; Practice Performance Task Argumentative Essay—pp. 358–362; Argumentative Essay— pp. 501–505</p>	<p>SE: 233, 248, 533 TE: 5, 179</p>	<p>SE: 15, 63, 79, 113, 127, 13, 135, 141, 151, 155 TE: 7, 11, 19, 23, 35, 39, 43, 47, 51, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 131, 147, 159, 163</p>
LAFS.1112.S L.1.3:	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the</p>	<p>Chapter 4 Analyzing Dramatic Irony Preview Concepts/Chapter Goals/Making Connections—pp. 56–57 • The Odyssey by Homer translated by Robert</p>	<p>SE: 520, 521, 522, 523, 524</p>	<p>SE: 12, 20, 48, 68, 88, 96</p>

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
	stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Fitzgerald (excerpt/epic poem) O Brother, Where Art Thou? by Ethan and Joel Coen (excerpt/film) First Read: Analyzing Interactions Between Characters and Events— pp. 58–65; Second Read: Analyzing Dramatic Irony—pp. 66– 68; Third Read: Comparing Approaches—pp. 68–71; Chapter 7 Understanding Word Choice and Style Preview Concepts/Chapter Goals/Making Connections—pp. 133– 134; To Sir, With Love by E. R. Braithwaite (excerpt/memoir) First Read: Identifying Key Elements—pp. 135–142; Second Read: Analyzing Author’s Word Choice— pp. 143–144; Third Read: Understanding Rhetoric— pp. 144–146; Chapter 10 Using Literal and Figurative Language to Persuade Preview Concepts/Chapter Goals/Making Connections—pp. 191– 192; “Silence Dogood #4” by Benjamin Franklin (excerpt/allegory) “Where College Fails Us” by Caroline Bird (excerpt/essay) First Read: Understanding Allegory—pp. 193–200; Understanding Metonymy—p. 200; Chapter 14 Analyzing Structure and Tone in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 312– 313; Hot, Flat, and Crowded by Thomas L. Friedman (excerpt/informational) First Read: Understanding Cause and Effect—pp. 314–320; Second Read: Using Rhetorical Devices to Advance Purpose—pp. 320–321; Third Read: Analyzing Author’s Tone—pp. 321– 323; Chapter 17 Understanding How Authors Advance Their Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 390– 391; “Freedom” by E. B. White (excerpt/essay) ▪ The Prince by Niccolò Machiavelli (excerpt/essay) First Read: Making Inferences— pp. 392–397; Second Read: Analyzing Rhetoric—pp. 397–399; Third Read: Evaluating Reasoning—pp. 399–403		
LAFS.1112.S L.2.4:	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.	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 16, 18, 33, 44, 46, 49, 66, 71, 93, 94, 124, 126, 128, 142, 144, 162, 185, 200, 202, 213, 247, 249, 255, 269, 272, 273, 294, 297, 306, 320, 323, 337, 340, 374, 381, 399, 417, 422, 438, 459, 464, 476, 485, 487; Project-Based Assessments Socratic Seminar, pp. 147–148, 275–276; Role-Play Debate, pp. 186–187; Lincoln-Douglas Debate, pp. 217–219; Persuasive Speech, p. 308; Debate, pp. 341–342; Project-Based Assessments (requiring research) Pictorial Presentation, p. 20; Argumentative Essay, pp. 35, 187, 443; Digital Collection of Aphorisms, p. 170; Analysis of an Argument, p. 215; Digital Presentation, p. 257; Write a Prologue, p. 326 Digital Presentation, pp.	SE: 520, 521, 522, 523, 524	SE: 71, 75, 169

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
		257–258; Facebook Group, pp. 444–445; Advertising Poster, p. 466; Magazine Article, pp. 466–467		
LAFS.1112.S L.2.5:	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.	Project-Based Assessments Pictorial Presentation, pp. 20, 423–424; Digital Presentation, pp. 257–258; Facebook Group, pp. 444–445; Advertising Poster, p. 466; Magazine Article, pp. 466–467; Digital Collection of Aphorisms, p. 170 Tech-Connect Online search, collaboration, and publication—pp. 13, 29, 52, 64, 83, 96, 126, 128, 141, 146, 162, 182, 197, 209, 247, 258, 268, 272, 293, 304, 320, 322, 337, 341, 372, 396, 414, 436, 458, 459, 466, 485	SE: 233, 248, 533 TE: 5, 24, 75, 179, 188	
LAFS.1112.S L.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Unit 2 Writing -Writing an Argumentative Essay— pp. 223–233 Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; Lincoln Douglas Debate, pp. 217–219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466 Practice Performance Task Argumentative Essay— pp. 358–362 Argumentative Essay— pp. 501–505 Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438 Unit Introduction Goals (discuss meanings of academic vocabulary)—TWE pp. 7, 115, 283, 363 Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 56, 76, 116, 133, 152, 173, 191, 238, 262, 281, 312, 330, 364, 390, 409, 428, 448, 470	SE: 503, 504, 505, 506, 507, 508, 509, 520, 521, 522, 523, 524	Exercise 2 In every lesson (30 lessons total), as well as Shades of Meaning exercises throughout the program
LAFS.1112.W.3.7:	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.	Project-Based Assessments (requiring research) Pictorial Presentation, p. 20; Argumentative Essay, pp. 35, 187, 443; Digital Collection of Aphorisms, p. 170; Role-Play Debate, p. 186; Analysis of an Argument, p. 215; Lincoln-Douglas Debate, p. 217; Digital Presentation, p. 257; Write a Prologue, p. 326 On Your Own Integrating Ideas (research)—pp. 21, 35, 53, 73, 97, 130, 149, 170, 188, 219, 259, 277, 309, 327, 344, 387, 406, 425, 445, 467, 490; Focus on Integrating Information (research)— pp. 31–33 Focus on Summarizing Text (research questions)—p. 83 Focus on Evaluating an Argument (conduct research)—p. 273; Making Connections Conduct research to answer the question—p. 77; Tech-Connect Online research—p. 197; Writing Workshop Writing a Research Paper—pp. 493–500	SE: 212, 213, 214, 215, 216	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 113, 119, 123, 127, 131, 135, 141, 147, 151, 155, 159, 163

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> Grade 11 Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> Grade 11 Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> Grade 11- Level K Student Ed-SE Teacher Ed-TE
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”). 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]”).	Unit 2 Writing an Argumentative Essay— pp. 223–233; Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; LincolnDouglas Debate, pp. 217– 219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466 Practice Performance Task Argumentative Essay— pp. 358–362; Argumentative Essay— pp. 501–505; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365 ▪ The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) ▪ Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) First Read: Identifying Main Ideas—pp. 366–373; Second Read: Analyzing the Development of Supporting Ideas— pp. 373–374; Third Read: Evaluating Arguments—pp. 375–381	SE: 129-134, 212, 213, 214, 215, 216	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.1112.W.4.10:	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.	Unit 1 Writing Writing a Personal Narrative—pp. 100–107 Project-Based Assessments Dramatic Scene, p. 51; Educational Memoir, pp. 148–149; Family Interview, pp. 258–259; Fictional Dialogue, p. 34; Journal Entry, pp. 96–97; Film Script, p. 72; Modernist Poem, pp. 424– 425; Narrative Nonfiction, pp. 308–309; Readers Theater, pp. 488–489; Practice Performance Task Descriptive Narrative Essay—pp. 108–114; Language Narrative Pacing, p. 324; Meter and Rhyme in Poetry, pp. 422–423; Unit 2 Writing Writing an Argumentative Essay—pp. 223–233; Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; Lincoln Douglas Debate, pp. 217– 219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster,	SE: 72-91, 94-118, 129-134	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 113, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
		<p>p. 466 Practice Performance Task Argumentative Essay— pp. 358–362 Argumentative Essay— pp. 501–505 Unit 3 Writing Writing an Analysis of an Argument—pp. 347–357 Unit 4 Writing Writing a Research Paper—pp. 493– 500 Write Lesson writing activities—pp. 14, 16, 18, 30, 33, 46, 49, 68, 71, 85, 93, 124, 128, 144, 146, 163, 168, 180, 185, 248, 255, 306, 321, 323, 340, 373, 381, 397, 403, 418, 422, 440, 461, 464, 476, 487 Project-Based Assessments Literary Analysis, p. 21; Newspaper Article, pp. 52–53; Interpretive Essay, p. 73; Response Essay, p. 169; Create a Futuristic Society, pp. 325–326; Write a Prologue, pp. 326–327; Magazine Article, pp. 466–467; Comparing and Contrasting Characters, pp. 489–490; Practice Performance Task Informative Essay—pp. 234–236; The Writing Process pp. 101-107, 224-233, 348- 357; The Inquiry and Writing Process pp. 494- 500 Planning Prepare to Write (purpose, audience, content, additional requirements)—pp. 100, 223, 347, 493; Generate Ideas—pp. 101-103, 227- 228, 350-352; First Draft—pp. 105, 231, 354, 498 Brainstorm/Brainstorming Topics—pp. 224-226, 348-350, 494 Take Notes from Other Sources—p. 229; Synthesize Information—p. 229 Organize Ideas—pp. 230- 231, 354, 497 Conduct Research—pp. 496-497 Citing Sources/Prepare Research Format—p. 498 Revising and Editing (with feedback) Revision—pp. 105, 231, 355, 499 First Peer Review (Steps for Peer Review)—pp. 105, 232, 355, 499; Second Peer Review/Self Review—pp. 106- 107, 355-356; Second Peer Review (Partner)— pp. 232-233; Second Review (Teacher/Parent)—pp. 499-500 Final Peer Review—pp. 107, 233, 356, 500 Proofread—pp. 107, 233, 356, 500 Final Essay—pp. 107, 233, 356, 500</p>		
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. 	<p>Language Writing Complete Sentences, pp. 18–19; Parallelism, pp. 33–34; Prepositional Phrases, pp. 94–95; Using Colons, p. 128; Using Semicolons, p. 146; Using Dashes, p. 168; Using Transitions, pp. 185–186; Capitalization, p. 214; Spelling, p. 256; Using Parentheses, pp. 274–275; Participial Phrases, p. 341; Using Pronouns, pp. 381– 382; Noun Phrases, p. 404; pp. 422–423; Using Commas with Phrases and Clauses, pp. 441–442</p>	<p>SE: 43, 44, 45, 46, 294, 302</p>	<p>SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163</p>

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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, or its etymology. 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>Unit Introduction Goals (discuss meanings of academic vocabulary)— TWE pp. 7, 115, 283, 363 Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 56, 76, 116, 133, 152, 173, 191, 238, 262, 281, 312, 330, 364, 390, 409, 428, 448, 470; Unit 1 Introduction Introduction Suggestions (etymology)—TWE p. 7; Language Foreign Words, p. 72; Technical Vocabulary (Greek and Latin prefixes, roots, and suffixes), p. 465 First Read Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485</p>	<p>SE: 3, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514 TE: 182, 183</p>	<p>Classic Roots and Affixes exercises in every unit-level word study Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises throughout program; 6, 14, 18, 22, 34, 46, 50, 66, 74, 78, 79, 90, 98, 102, 118, 134, 150, 162</p>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. 	<p>Unit 1 Introduction Suggestions (connotation and denotation)— TWE p. 7 Chapter 5 Summarizing and Synthesizing Story Elements Third Read: Evaluating the Effects of Word Choice—pp. 86–94 Chapter 7 Understanding Word Choice and Style Second Read: Analyzing Author's Word Choice— pp. 143–144; Third Read: Understanding Rhetoric— pp. 144–146; Chapter 10 Using Literal and Figurative Language to Persuade First Read: Understanding Allegory/Metonymy—pp. 193–200; Chapter 19 Understanding an Author's Point of View First Read: Defining Key Terms—pp. 430–438; First Read Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 26, 40,</p>	<p>SE: 29, 126, 155, 488, 495, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 519</p>	<p>88, 104, 116, 120, 128, 47, 51, 75, 123 20, 48, 68, 96, 148</p>

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
		58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485; Focus on Identifying Tone—pp. 122–124; Focus on Figurative Language— pp. 163–164; Project-Based Assessments Travel Brochure (connotation and denotation), p. 96		
LAFS.910.L.3.6:	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.	Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438; Unit Introduction Goals (discuss meanings of academic vocabulary)—TWE pp. 7, 115, 283, 363; Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 56, 76, 116, 133, 152, 173, 191, 238, 262, 281, 312, 330, 364, 390, 409, 428, 448, 470	SE: 3, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	Classic Roots and Affixes exercises in every unit-level word study Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises throughout 50, 66, 74, 78, 79, 90, 98, 102, 118, 134, 150, 162
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173– 174: Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas (paraphrase or direct quote)— pp. 179–180; Focus on Identifying Supporting Details (paraphrase)—p. 180; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; Making Connections (paraphrase ideas)—p. 365; Speak and Listen (summarize discussion)— p. 374; Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections— pp. 448– 449: “Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions” by Tom Foster (excerpt/article) Focus on Citing Text Evidence (paraphrase or direct quotation)—p. 459; On Your Own Integrating Ideas (summarize arguments)—p. 188; Project-Based Assessment Analyze an Argument (paraphrase/direct quote)—p. 216 The Writing Process Take Notes from Other	SE: 222, 223 TE: 54, 161, 256, 257	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
		Sources (paraphrase information)—p. 229; Final Peer Review—p. 356; Conduct Research (paraphrase or direct quotation)—p. 496; Organize Ideas (summarize main points)—p. 497; Prepare Research Format (paraphrase or summarize)—p. 498		
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Chapter 8 Synthesizing Details from Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 152– 153; Tuesdays with Morrie by Mitch Albom (excerpt/novel) : Morrie: In His Own Words by Morrie Schwartz (excerpt/nonfiction) First Read: Understanding the Impact of Details—pp. 154–162; Second Read: Determining Central Idea—pp. 162–164; Third Read: Synthesizing Details from Multiple Sources—pp. 164–168	SE: 168-170	
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Analyzing Interactions Between Characters and Events—pp. 58–65; Analyzing How Authors Develop Characters—pp. 477–484	SE: 163-169	
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Unit 1 Introduction Suggestions (connotation and denotation)— TWE p. 7; Chapter 5 Summarizing and Synthesizing Story Elements Third Read: Evaluating the Effects of Word Choice—pp. 86–94; Chapter 7 Understanding Word Choice and Style Second Read: Analyzing Author’s Word Choice— pp. 143–144; Third Read: Understanding Rhetoric— pp. 144–146; Chapter 10 Using Literal and Figurative Language to Persuade First Read: Understanding Allegory/Metonymy—pp. 193–200; Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438; First Read Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485; Focus on Identifying Tone—pp. 122–124; Focus on Figurative Language— pp. 163–164 Project-Based Assessments Travel Brochure (connotation and denotation), p. 96	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Chapter 12 Analyzing the Structure of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 262– 263; The Omnivore's Dilemma by Michael Pollan (excerpt/informational) First Read: Understanding Main Ideas—pp. 264–269; Second Read: Analyzing the Structure of an Argument—pp. 270–271; Third Read: Evaluating an Argument—pp. 272–273; Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173– 174; Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas— pp. 175–180; Second Read: Identifying Supporting Details—pp. 180–182; Third Read: Evaluating an Argument—pp. 182–185	SE: 174, 175, 478, 479, 480, 489 TE: 26, 55	
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Chapter 14 Analyzing Structure and Tone in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 312– 313; Hot, Flat, and Crowded by Thomas L. Friedman (excerpt/informational) First Read: Understanding Cause and Effect—pp. 314–320; Second Read: Using Rhetorical Devices to Advance Purpose—pp. 320–321; Third Read: Analyzing Author's Tone—pp. 321– 323; Chapter 17 Understanding How Authors Advance Their Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 390–391: "Freedom" by E. B. White (excerpt/essay), The Prince by Niccolò Machiavelli (excerpt/essay) First Read: Making Inferences—pp. 392–397; Second Read: Analyzing Rhetoric—pp. 397–399; Third Read: Evaluating Reasoning—pp. 399–403	SE: 101, 102, 103, 104, 126, 127, 179	
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections— pp. 448– 449 "Pure Genius: How Dean Kamen's Invention Could Bring Clean Water to Millions" by Tom Foster (excerpt/article) First Read: Citing Text Evidence—pp. 450–459; Second Read: Analyzing Organization—pp. 460– 461; Third Read: Analyzing Multimodal Accounts of a Subject— pp. 461–464	SE: 489 TE: 26, 55	
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173– 174; Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas—pp. 175–180; Second Read: Identifying Supporting Details—pp. 180–182; Third Read: Evaluating an Argument—pp. 182–185; Chapter 12 Analyzing the Structure of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 262–	SE: 101, 102, 103, 104	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
		263; The Omnivore's Dilemma by Michael Pollan (excerpt/informational) First Read: Understanding Main Ideas—pp. 264–269; Second Read: Analyzing the Structure of an Argument—pp. 270–271; Third Read: Evaluating an Argument—pp. 272–273; Chapter 15 Assessing Balance in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 226– 227; Frankenstein's Cat by Emily Anthes (excerpt/informational) First Read: Identifying Key Ideas and Subtopics—pp. 332–337; Second Read: Connecting Key Ideas—pp. 338–339; Third Read: Evaluating Balance—pp. 339–340; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) ▪ Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) Third Read: Evaluating Arguments—pp. 375–381		
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) First Read: Identifying Main Ideas—pp. 366–373; Second Read: Analyzing the Development of Supporting Ideas— pp. 373–374; Chapter 13 Understanding Narrative Nonfiction and American Documents Preview Concepts/Chapter Goals/Making Connections— pp. 281– 282; The Immortal Life of Henrietta Lacks by Rebecca Skloot (excerpt/ informational) Decision Points by George W. Bush (excerpt/memoir) Signing of Stem Cell Executive Order and Scientific Integrity Presidential Memorandum by President Barack Obama (excerpt/speech) First Read: Identifying Theme—pp. 283–294; Second Read: Analyzing Author's Craft— pp. 295– 297; Third Read: Analyzing American Documents— pp. 298–306		
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.			

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Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.			
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173– 174: Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas (paraphrase or direct quote)— pp. 179– 180; Focus on Identifying Supporting Details (paraphrase)— p. 180; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; Making Connections (paraphrase ideas)—p. 365; Speak and Listen (summarize discussion)— p. 374; Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections— pp. 448– 449: “Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions” by Tom Foster (excerpt/article) Focus on Citing Text Evidence (paraphrase or direct quotation)—p. 459; On Your Own Integrating Ideas (summarize arguments)—p. 188; Project-Based Assessment Analyze an Argument (paraphrase/direct quote)—p. 216; The Writing Process Take Notes from Other Sources (paraphrase information)—p. 229; Final Peer Review—p. 356 Conduct Research (paraphrase or direct quotation)—p. 496 Organize Ideas (summarize main points)—p. 497 Prepare Research Format (paraphrase or summarize)—p. 498		15, 63, 79, 113, 127, 13, 135, 141, 151, 155 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Chapter 18 Recognizing Universal Themes Across Cultures Preview Concepts/Chapter Goals/Making Connections— pp. 409– 410; Things Fall Apart by Chinua Achebe (excerpt/novel) “The Second Coming” by William Butler Yeats (excerpt/poetry) First Read: Identifying Theme—pp. 411–417; Second Read: Analyzing a Cultural Experience—pp. 417–418; Third Read: Analyzing How a Text Transforms Source Material—pp. 418–422; Chapter 10 Using Literal and Figurative Language to Persuade Preview Concepts/Chapter Goals/Making Connections—pp. 191– 192; “Silence Dogood #4” by Benjamin Franklin (excerpt/allegory) “Where College Fails Us” by Caroline Bird (excerpt/essay) Second Read: Determining Theme—pp. 201–202	SE: 167, 168, 169, 170	48, 76, 85, 99, 144, 148, 47, 51, 75, 123

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> Grade 11 Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections: Writing & Language</u> Grade 11 Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> Grade 11- Level K Student Ed-SE Teacher Ed-TE
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyzing Interactions Between Characters and Events—pp. 58–65; Analyzing How Authors Develop Characters—pp. 477–484	SE: 149, 150, 151, 152, 153, 156, 161	SE: 88, 104, 116, 120, 128
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Unit 1 Introduction (connotation and denotation)— TWE p. 7 Chapter 5 Summarizing and Synthesizing Story Elements Third Read: Evaluating the Effects of Word Choice—pp. 86–94; Chapter 7 Understanding Word Choice and Style Second Read: Analyzing Author’s Word Choice— pp. 143–144; Third Read: Understanding Rhetoric— pp. 144–146; Chapter 10 Using Literal and Figurative Language to Persuade First Read: Understanding Allegory/Metonymy—pp. 193–200; Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438 First Read Preview Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485; Focus on Identifying Tone—pp. 122–124; Focus on Figurative Language—pp. 163–164; Project-Based Assessments Travel Brochure (connotation and denotation), p. 96	SE: 444, 445, 446, 447, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	Exercise 2 In every lesson (30 lessons total); Shades of Meaning exercises throughout program; 6, 14, 18, 22, 34, 46, 50, 66, 74, 78, 79, 90, 98, 102, 118, 134, 150, 162
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Chapter 5 Summarizing and Synthesizing Story Elements Preview Concepts/Chapter Goals/Making Connections—pp. 76–77 ▪ Around the World in Eighty Days by Jules Verne (excerpt/novel) Around the World in 80 Days with Michael Palin with Michael Palin (excerpt/memoir) Third Read: Evaluating the Effects of Word Choice—pp. 86–94	SE: 163, 164, 165, 166, 167, 168, 169	SE: 5, 9, 13, 17, 21, 33, 37, 41, 45, 49, 61, 65, 69, 73, 77, 89, 93, 97, 101, 105, 117, 121, 124, 128, 132, 144, 149, 153, 157
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Chapter 18 Recognizing Universal Themes Across Cultures Preview Concepts/Chapter Goals/Making Connections— pp. 409– 410 Things Fall Apart by Chinua Achebe (excerpt/novel) “The Second Coming” by William Butler Yeats (excerpt/poetry) First Read: Identifying Theme—pp. 411–417 Second Read: Analyzing a Cultural Experience—pp. 417–418 Third Read: Analyzing How a Text Transforms Source Material—pp. 418–422	SE: 29, 100, 101, 102, 103, 104, 126, 155, 179, 488, 495, 519	SE: 88, 104, 116, 120, 128

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	Chapter 4 Analyzing Dramatic Irony Preview Concepts/Chapter Goals/Making Connections—pp. 56–57 • The Odyssey by Homer translated by Robert Fitzgerald (excerpt/epic poem) O Brother, Where Art Thou? by Ethan and Joel Coen (excerpt/film) First Read: Analyzing Interactions Between Characters and Events— pp. 58–65 Second Read: Analyzing Dramatic Irony—pp. 66– 68 Third Read: Comparing Approaches—pp. 68–71		
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Chapter 18 Recognizing Universal Themes Across Cultures Preview Concepts/Chapter Goals/Making Connections— pp. 409– 410 Things Fall Apart by Chinua Achebe (excerpt/novel) “The Second Coming” by William Butler Yeats (excerpt/poetry) Third Read: Analyzing How a Text Transforms Source Material—pp. 418–422		
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.			5, 9, 13, 17, 21, 33, 37, 41, 45, 48, 49, 61, 65, 69, 73, 76, 77, 85, 89, 93, 97, 99, 101, 105, 117, 121, 124, 128, 132, 144, 149, 153, 157 4, 8, 32, 40, 44, 64, 72, 88, 104, 116, 120, 156, 160 88, 104, 116, 120, 128 47, 51, 75, 123 12, 20, 48, 68, 88, 96
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that 	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 16, 18, 33, 44, 46, 49, 66, 71, 93, 94, 124, 126, 128, 142, 144, 162, 185, 200, 202, 213, 247, 249, 255, 269, 272, 273, 294, 297, 306, 320, 323, 337, 340, 374, 381, 399, 417, 422, 438, 459, 464, 476, 485, 487; Project-Based Assessments: Socratic Seminar, pp. 147–148, 275–276; Role-Play Debate, pp. 186–187; Lincoln-Douglas Debate, pp. 217–219; Persuasive Speech, p. 308; Debate, pp. 341–342	SE: 520, 521, 522, 523, 524	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
	<p>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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>			
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Project-Based Assessments (requiring research) Pictorial Presentation, p. 20; Argumentative Essay, pp. 35, 187, 443; Digital Collection of Aphorisms, p. 170; Role-Play Debate, p. 186; Analysis of an Argument, p. 215; Lincoln-Douglas Debate, p. 217; Digital Presentation, p. 257; Write a Prologue, p. 326 On Your Own Integrating Ideas (research)—pp. 21, 35, 53, 73, 97, 130, 149, 170, 188, 219, 259, 277, 309, 327, 344, 387, 406, 425, 445, 467, 490; Focus on Integrating Information (research)— pp. 31–33 Focus on Summarizing Text (research questions)—p. 83 Focus on Evaluating an Argument (conduct research)—p. 273 Making Connections Conduct research to answer the question—p. 77 Tech-Connect Online research—p. 197 Writing Workshop	SE: 520, 521, 522, 523, 524	15, 63, 79, 113, 127, 13, 135, 141, 151, 155 7, 11, 19, 23, 35, 39, 43, 47, 51, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 131, 147, 159, 163

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
		Writing a Research Paper—pp. 493–500 Unit 2 Writing Writing an Argumentative Essay— pp. 223–233 Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; LincolnDouglas Debate, pp. 217– 219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466 Practice Performance Task Argumentative Essay—pp. 358–362 Argumentative Essay— pp. 501–505		
LAFS.910.SL.1.3;	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173– 174; Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas—pp. 175–180; Second Read: Identifying Supporting Details—pp. 180–182; Third Read: Evaluating an Argument—pp. 182–185; Chapter 12 Analyzing the Structure of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 262–263; The Omnivore’s Dilemma by Michael Pollan (excerpt/informational) First Read: Understanding Main Ideas—pp. 264–269; Second Read: Analyzing the Structure of an Argument—pp. 270–271; Third Read: Evaluating an Argument—pp. 272–273; Chapter 15 Assessing Balance in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 226– 227; Frankenstein’s Cat by Emily Anthes (excerpt/informational) First Read: Identifying Key Ideas and Subtopics—pp. 332–337; Second Read: Connecting Key Ideas—pp. 338–339; Third Read: Evaluating Balance—pp. 339–340 Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364–365; The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) ▪ Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) Third Read: Evaluating Arguments—pp. 375–381	SE: 520, 521, 522, 523, 524	SE: 12, 20, 48, 68, 88, 96
LAFS.910.SL.2.4;	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 16, 18, 33, 44, 46, 49, 66, 71, 93, 94, 124, 126, 128, 142, 144, 162, 185, 200, 202, 213, 247, 249, 255, 269, 272, 273, 294, 297, 306, 320, 323, 337, 340, 374, 381, 399, 417, 422, 438, 459, 464, 476, 485, 487; Project-	SE: 520, 521, 522, 523, 524	SE: 71, 75, 169

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> Grade 11 Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> Grade 11 Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> Grade 11- Level K Student Ed-SE Teacher Ed-TE
	style are appropriate to purpose, audience, and task.	Based Assessments Socratic Seminar, pp. 147–148, 275–276; Role-Play Debate, pp. 186–187; Lincoln-Douglas Debate, pp. 217–219; Persuasive Speech, p. 308; Debate, pp. 341–342 Project-Based Assessments (requiring research) Pictorial Presentation, p. 20; Argumentative Essay, pp. 35, 187, 443; Digital Collection of Aphorisms, p. 170; Analysis of an Argument, p. 215; Digital Presentation, p. 257; Write a Prologue, p. 326; Digital Presentation, pp. 257–258; Facebook Group, pp. 444–445; Advertising Poster, p. 466; Magazine Article, pp. 466–467		
LAFS.910.SL.2.5:	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.	Project-Based Assessments Pictorial Presentation, pp. 20, 423–424; Digital Presentation, pp. 257–258; Facebook Group, pp. 444–445; Advertising Poster, p. 466; Magazine Article, pp. 466–467; Digital Collection of Aphorisms, p. 170 Tech-Connect Online search, collaboration, and publication—pp. 13, 29, 52, 64, 83, 96, 126, 128, 141, 146, 162, 182, 197, 209, 247, 258, 268, 272, 293, 304, 320, 322, 337, 341, 372, 396, 414, 436, 458, 459, 466, 485	SE: 233, 248, 533 TE: 5, 24, 75, 179, 188	
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Unit 2 Writing Writing an Argumentative Essay— pp. 223–233 Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; LincolnDouglas Debate, pp. 217– 219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466; Practice Performance Task Argumentative Essay— pp. 358–362; Argumentative Essay— pp. 501–505; Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438 Unit Introduction Goals (discuss meanings of academic vocabulary)— TWE pp. 7, 115, 283, 363 Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 56, 76, 116, 133, 152, 173, 191, 238, 262, 281, 312, 330, 364, 390, 409, 428, 448, 470	SE: 503, 504, 505, 506, 507, 508, 509, 520, 521, 522, 523, 524	Exercise 2 In every lesson (30 lessons total), as well as Shades of Meaning exercises throughout the program
LAFS.910.W.3.7:	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,	Project-Based Assessments (requiring research) Pictorial Presentation, p. 20; Argumentative Essay, pp. 35, 187, 443; Digital Collection of Aphorisms, p. 170; Role-Play Debate, p. 186; Analysis of an Argument, p. 215; Lincoln-Douglas Debate, p. 217; Digital Presentation, p. 257; Write a Prologue, p. 326 On Your Own Integrating Ideas (research)—pp. 21, 35, 53, 73, 97, 130, 149, 170, 188, 219, 259, 277, 309, 327, 344, 387, 406, 425, 445, 467, 490 Focus on	SE: 212, 213, 214, 215, 216	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
	demonstrating understanding of the subject under investigation.	Integrating Information (research)— pp. 31–33 Focus on Summarizing Text (research questions)—p. 83 Focus on Evaluating an Argument (conduct research)—p. 273 Making Connections Conduct research to answer the question—p. 77 Tech-Connect Online research—p. 197 Writing Workshop Writing a Research Paper—pp. 493–500		
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173– 174; Some Thoughts Concerning Education by John Locke (excerpt/essay) First Read: Identifying Main Ideas—pp. 175–180; Second Read: Identifying Supporting Details—pp. 180–182; Third Read: Evaluating an Argument—pp. 182–185; Chapter 12 Analyzing the Structure of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 262–263; The Omnivore’s Dilemma by Michael Pollan (excerpt/informational) First Read: Understanding Main Ideas—pp. 264–269; Second Read: Analyzing the Structure of an Argument—pp. 270–271; Third Read: Evaluating an Argument—pp. 272–273; Chapter 15 Assessing Balance in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 226– 227; Frankenstein’s Cat by Emily Anthes (excerpt/informational) First Read: Identifying Key Ideas and Subtopics—pp. 332–337; Second Read: Connecting Key Ideas—pp. 338–339; Third Read: Evaluating Balance—pp. 339–340; Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364– 365; The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) ▪ Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech) Third Read: Evaluating Arguments—pp. 375–381	SE: 129-134, 212, 213, 214, 215, 216	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.910.W.4.10:	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.	Unit 1 Writing Writing a Personal Narrative—pp. 100–107; Project-Based Assessments Dramatic Scene, p. 51; Educational Memoir, pp. 148–149; Family Interview, pp. 258–259; Fictional Dialogue, p. 34; Fictional Journal Entry, pp. 96–97; Film Script, p. 72; Modernist Poem, pp. 424– 425; Narrative Nonfiction, pp. 308–309; Readers Theater, pp. 488–489; Practice Performance Task Descriptive Narrative Essay—pp. 108–114 Language Narrative Pacing, p. 324; Meter and Rhyme in Poetry, pp. 422–423; Unit 2 Writing Writing an Argumentative Essay—pp. 223–233; Project-Based Assessments	SE: 72-91, 94-118, 129-134	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 79, 91, 95, 99, 103, 107, 113, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts **Ancillaries:** Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
		Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; LincolnDouglas Debate, pp. 217– 219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466 Practice Performance Task Argumentative Essay— pp. 358–362; Argumentative Essay— pp. 501–505; Unit 3 Writing Writing an Analysis of an Argument—pp. 347–357 Unit 4 Writing Writing a Research Paper—pp. 493–500; Write Lesson writing activities—pp. 14, 16, 18, 30, 33, 46, 49, 68, 71, 85, 93, 124, 128, 144, 146, 163, 168, 180, 185, 248, 255, 306, 321, 323, 340, 373, 381, 397, 403, 418, 422, 440, 461, 464, 476, 487; Project-Based Assessments Literary Analysis, p. 21; Newspaper Article, pp. 52–53; Interpretive Essay, p. 73; Response Essay, p. 169; Create a Futuristic Society, pp. 325–326; Write a Prologue, pp. 326–327; Magazine Article, pp. 466–467; Comparing and Contrasting Characters, pp. 489–490; Practice Performance Task Informative Essay—pp. 234–236; The Writing Process pp. 101-107, 224-233, 348- 357; The Inquiry and Writing Process pp. 494- 500 Planning Prepare to Write (purpose, audience, content, additional requirements)—pp. 100, 223, 347, 493; Generate Ideas—pp. 101-103, 227- 228, 350-352; First Draft—pp. 105, 231, 354, 498; Brainstorm/Brainstorming Topics—pp. 224-226, 348-350, 494; Take Notes from Other Sources—p. 229; Synthesize Information—p. 229; Organize Ideas—pp. 230- 231, 354, 497; Conduct Research—pp. 496-497; Citing Sources/Prepare Research Format—p. 498 Revising and Editing (with feedback) Revision—pp. 105, 231, 355, 499; First Peer Review (Steps for Peer Review)—pp. 105, 232, 355, 499; Second Peer Review/Self Review—pp. 106-107, 355-356; Second Peer Review (Partner)— pp. 232-233; Second Review (Teacher/Parent)—pp. 499-500; Final Peer Review—pp. 107, 233, 356, 500; Proofread—pp. 107, 233, 356, 500; Final Essay—pp. 107, 233, 356, 500		
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	The shaded sections in each teacher edition includes support for teaching English Language Learners.	TE: ELL support provided in each chapter	

Course: Intensive Reading (#1000410)

Major Program: Connections-English Language Arts Ancillaries: Connections-Writing and Language and Vocabu-Lit

Name	Description	<u>Connections: ELA</u> <u>Grade 11</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 11</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 11-</u> <u>Level K</u> Student Ed-SE Teacher Ed-TE
ELD.K12.ELL .SL.1:	English language learners communicate for social and instructional purposes within the school setting.	The shaded sections in each teacher edition includes support for teaching English Language Learners.	TE: ELL support provided in each chapter	