

## Course: Intensive Reading (#1000410)

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

Name	Description	Connections: ELA Grade 11 Student Edition-SE Teacher Wraparound Edition-TWE	Connections: Writing & Language Grade 11 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 11- Level K Student Ed-SE Teacher Ed-TE
<a href="#">LAFS.1112.L.1.2:</a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>	<p>Language (grammar, punctuation, capitalization, spelling) Run-on Sentences, pp. 21– 22; Using Transitions, pp. 38–39; Correct Usage, pp. 77–78; Using Quotations, pp. 95–97; Parallel Structure, p. 148; Using Semicolons, p. 216; Subject Verb Agreement, pp. 240–241; Using Dashes, p. 263; Misplaced Modifiers, p. 320</p>	<p>SE: 43, 44, 45, 46, 294, 302</p>	<p>SE:5-7, 9-11, 13-5, 21-3, 33-35, 37-39, 41-43, 45-47, 49-51, 61-63, 65-67, 69-71, 73-75, 89-91, 93-95, 97-99, 101-103, 105-107, 117-119, 121-123, 125-127, 129-131, 133-135, 145-147, 149-151, 157-155, 157-159, 161-163</p>
<a href="#">LAFS.1112.L.3.4:</a>	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase</li> </ul>	<p>Unit 2 Introduction Goals (how writers use connotation and denotation)—p. 115 Chapter 13 Strategies for Understanding Nonfiction Preview Academic Vocabulary (connotation/context clues)—pp. 269–270 Chapter 16 Understanding Main Ideas Through Historical Fiction Second Read: Understanding Unfamiliar Words—pp. 349–350 First Read Preview Vocabulary /Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 29, 45, 65, 86, 118, 136, 156, 172, 202, 224, 249, 271, 308, 327, 344, 361, 374 Focus Focus on Sensory Language—pp. 16–17 Focus on Exploring Rhetoric: Pathos and Figurative Language— pp. 72–73 Focus on Determining Theme (figurative language)— pp. 255–256 Focus on Identifying and Understanding Key Words in a Nonfiction Text (connotation and denotation)—pp. 273–274 Focus on Comparing Rhetoric: Figurative Language/Figures of Speech—pp. 334–335 Focus on Understanding Unfamiliar Words— pp. 349–350 Text-Based Discussion Questions Connotation—TWE p. 142 Language Denotation and Connotation, p. 164; Using the Dictionary, pp. 280–281; Foreign Words and Phrases, pp. 336–337; Tech-Connect Context clues—p. 34</p>	<p>503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514</p>	<p>5, 17, 21, 41, 49, 61, 65, 77, 97, 117, 159, 33, 145 9, 13, 33, 37, 45, 69, 73, 89, 93, 105, 121, 125, 149, 153, 161, Classic Roots and Affixes exercises in every unit-level word study 53, 72, 75, Shades of Meaning Exercises, Exercise 2 in every lesson requires dictionary definition</p>

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	(e.g., by checking the inferred meaning in context or in a dictionary).			
<a href="#">LAFS.1.112.L.3.5:</a>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>	<p>Chapter 1 Analyzing Descriptive Details and Sensory Language Preview Concepts/Chapter Goals/Making Connections—pp. 8–9 ▪ The First Assassin by John J. Miller (excerpt/novel) Second Read: Sensory Language—pp. 16–17; Chapter 4 Analyzing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 63–64 ▪ Prospectus for The Liberator by William Lloyd Garrison (excerpt/article) ▪ Speech to the American Anti- Slavery Society by Frederick Douglass (excerpt/speech) Second Read: Exploring Rhetoric: Pathos and Figurative Language—pp. 72–74; Chapter 8 Identifying Main Ideas Through Inference Preview Concepts (sound devices: rhyme/onomatopoeia/alliteration)—p. 154 Chapter 12 Strategies for Determining Theme Preview Concepts/Chapter Goals/Making Connections—pp. 247– 248 ▪ Jazz by Toni Morrison (excerpt/novel) ▪ “Advertisement for the Waldorf-Astoria” by Langston Hughes (excerpt/poetry) Second Read: Determining Theme: Theme Web (figurative language)—p. 256; Chapter 15 Analyzing Purpose Through Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 325– 326 ▪ Speech at the Berlin Wall by President John F. Kennedy (excerpt/speech) Remarks from the Brandenburg Gate by President Ronald Reagan (excerpt/ speech) Third Read: Comparing Rhetoric (figurative language)—pp. 334–335; Introducing Close Reading Tips for Close Reading: Second Reading (figurative language)—p. xxiv Annotating a Text (mark imagery or interesting figurative language)—p. xxv Language Analyzing Literary Devices—pp. 55– 56</p>	<p>SE: 29, 126, 155, 488, 495, 519</p> <p>TE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514</p>	
<a href="#">LAFS.1.112.L.3.6:</a>	<p>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>Chapter 13 Strategies for Understanding Nonfiction First Read: Identifying and Understanding Key Words—pp. 271–274; Chapter 16 Understanding Main Ideas Through Historical Fiction Second Read: Understanding Unfamiliar Words—pp. 349–350; Chapter Introduction Preview Academic Vocabulary— pp. 8–9, 27, 43, 63, 84, 116, 134, 154–155, 170, 200, 222, 247, 269, 306, 325–326, 342, 359, 372</p>	<p>SE: 163, 164, 165, 166, 167, 168, 169 508, 509, 514 503, 504, 505, 506, 507, 508, 509</p> <p>TE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514</p>	<p>5, 17, 21, 41, 49, 61, 65, 77, 97, 117, 159, 33, 145 9, 13, 33, 37, 45, 69, 73, 89, 93, 105, 121, 125, 149, 153, 161, Classic Roots and Affixes exercises in every unit-level word study</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 &amp;</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
<a href="#">LAFS.1112.RI.1.1:</a>	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.	Unit 1 Writing Writing an Argumentative Paper— pp. 100–109 Unit 2 Writing a Literary Analysis—pp. 186–193 Unit 4 Writing Writing an Argument Analysis—pp. 396–403 Project-Based Assessments Executive Power: A Social Network, pp. 97–98; Women’s Rights Presentation, p. 149; Investigative Report, pp. 150–151; Letter to the Editor, pp. 183–184; Literary Analysis, pp. 217–218; Brochure, pp. 264–265; Public Service Announcement, pp. 337–338; Speech, pp. 338–339; Practice Performance Task Writing an Argumentative Essay—pp. 298–304; Writing an Argument Analysis—pp. 404–408; Speak and Listen Oral communications (partner, small group, class discussions)— pp. 9, 20, 32, 37, 54, 72, 77, 91, 94, 125, 127, 144, 147, 161, 180, 208, 215, 228, 233, 254, 256, 280, 320, 334, 352, 366, 382; Project-Based Assessments Digital Presentation: The Rest of the Story, pp. 40–41; Civil War Presentation, pp. 58–59; Roundtable Discussion, pp. 79–80, 166–167, 182–183; Digital Presentation, p. 264; Roundtable Discussion, pp. 283–285; Pictorial Presentation, p. 355	SE: 98, 99, 111, 112, 179, 182, 217, 218  TE: 487, 488, 489, 493	
<a href="#">LAFS.1112.RI.1.2:</a>	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 12 Strategies for Determining Theme Preview Concepts/Chapter Goals/Making Connections—pp. 247–248 ▪ Jazz by Toni Morrison (excerpt/novel) ▪ “Advertisement for the Waldorf-Astoria” by Langston Hughes (excerpt/ poetry) First Read: Identifying Main Idea—pp. 249–254; Second Read: Determining Theme—pp. 255–257; Third Read: Author’s Use of Juxtaposition—pp. 257–262 Chapter 17 Exploring Theme Through Style and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 359–360 ▪ The Things They Carried by Tim O’Brien (excerpt/novel) First Read: Identifying Theme—pp. 361–365; Second Read: Author’s Style—pp. 365–366; Third Read: Exploring Point of View—pp. 366–367; First Read: Development of Character—pp. 45–51; Second Read: Using Character to Develop Theme—pp. 51–52; Chapter 10 Using Author’s Craft to Identify Theme Preview Concepts/Chapter Goals/Making Connections—pp. 200–201 ▪ The Grapes of Wrath by John Steinbeck (excerpt/novel) ▪ The Grapes of Wrath by Nunnally Johnson (excerpt/screenplay) First Read: Analyzing Point of View—pp. 202–208	SE: 167, 168, 169, 170  TE: 37, 40, 248	SE: 8, 11, 12, 16, 40, 48, 60, 63, 34, 67, 76, 79, 96, 100, 116, 128, 132, 144, 156  TE: 79, 91, 127, 151, 155 12-13, 15, 88-89, 91, 124-125, 127
<a href="#">LAFS.1112.RI.1.3:</a>	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.	Chapter 1 Analyzing Descriptive Details and Sensory Language Preview Concepts/Chapter Goals/Making Connections—pp. 8–9 ▪ The First Assassin by John J. Miller (excerpt/novel) First Read: Identifying Suspenseful Details—pp. 10–15; Second Read: Sensory Language—pp. 16–17; Third Read: Analyzing Different Interpretations of a Scene—pp. 18–20; Chapter 3 Analyzing Characters and Synthesizing Texts Preview Concepts/Chapter Goals/Making Connections—pp. 43–44 ▪ Cold Mountain by Charles Frazier (excerpt/novel) ▪ A Woman’s Wartime Journal by Dolly Sumner Lunt (excerpt/primary source) First Read: Development of Character—pp. 45–51; Second Read: Using Character to Develop Theme—pp. 51–52; Third Read: Synthesizing	SE: 167, 168, 169, 170 101, 102, 103, 104 101, 102, 103, 104, 126, 127 29, 126, 155, 488,495, 519  TE:37, 40, 248	SE: 8, 32, 36, 44, 68, 72, 88, 92, 104, 120, 124, 148, 152, 160

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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 &amp;</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
		Texts—pp. 52–54; Chapter 6 Analyzing Text Elements Preview Concepts/Chapter Goals/Making Connections—pp. 116–115 ▪ The Great Gatsby by F. Scott Fitzgerald (excerpt/novel) ▪ Women and Economics by Charlotte Perkins Gilman (excerpt/informational) First Read: Making Inferences—pp. 118–124 Second Read: Narrative Structure—pp. 124–125; Third Read: Synthesizing Texts—pp. 126–127; Chapter 14 Analyzing Characters Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 306–307 ▪ Fahrenheit 451 by Ray Bradbury (excerpt/novel) ▪ 1984 by George Orwell (excerpt/novel) First Read: Analyzing Characters—pp. 308–315; Second Read: Analyzing Characters’ Interactions—pp. 315–316; Third Read: Synthesizing Texts—pp. 316–320; Chapter 8 Identifying Main Ideas Through Inference Preview Concepts/Chapter Goals/Making Connections—pp. 154–155 ▪ “Phenomenal Woman” by Maya Angelou (poetry) First Read: Identifying Main Ideas—pp. 156–161; Second Read: Developing Main Ideas—pp. 161–162; Third Read: Comparing Texts—pp. 162–163; Chapter 12 Strategies for Determining Theme Preview Concepts/Chapter Goals/Making Connections—pp. 247–248 ▪ Jazz by Toni Morrison (excerpt/novel) ▪ “Advertisement for the Waldorf-Astoria” by Langston Hughes (excerpt/poetry) First Read: Identifying Main Idea—pp. 249–254; Second Read: Determining Theme—pp. 255–257; Third Read: Author’s Use of Juxtaposition—pp. 257–262		
<a href="#">LAFS.1112.RI.2.4:</a>	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).	First Read Preview Vocabulary/Vocabulary (use a dictionary)—TWE pp. 10, 29, 45, 65, 86, 118, 136, 156, 172, 202, 224, 249, 271, 308, 327, 344, 361, 374; Language Using the Dictionary, pp. 280–281; Foreign Words and Phrases, pp. 336–337	SE: 508, 509, 514 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514 TE:182, 183	
<a href="#">LAFS.1112.RI.2.5:</a>	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 5 Analyzing Structure and Language in Historical Texts Preview Concepts/Chapter Goals/Making Connections—pp. 84–85 ▪ The Emancipation Proclamation by President Abraham Lincoln (excerpt/ historical document) ▪ The Constitution of the United States (excerpt/founding document) ▪ The Imperial Presidency by Arthur M. Schlesinger, Jr. (excerpt/informational) First Read: Finding Main Ideas—pp.86–89; Second Read: Analyzing Structure—pp. 89–91; Third Read: Synthesizing Texts—pp. 92–95	SE: 174, 175, 478, 479, 480 TE: 69, 88, 115, 187, 244	SE: 16, 48, 64, 72, 76, 88, 104, 120, 144, 152, 156 TE: 12,16, 40, 48, 64, 72, 76, 88, 92, 104, 120, 132, 144, 152

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<a href="#">LAFS.1.112.RI.2.6:</a>	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 10 Using Author's Craft to Identify Theme Preview Concepts/Chapter Goals/Making Connections—pp. 200–201 ▪ The Grapes of Wrath by John Steinbeck (excerpt/novel) ▪ The Grapes of Wrath by Nunnally Johnson (excerpt/screenplay) First Read: Analyzing Point of View—pp. 202–208; Second Read: Identifying Literary Devices—pp. 208–209; Third Read: Analyzing Two Interpretations of a Story—pp. 210–216; Chapter 17 Exploring Theme Through Style and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 359–360 ▪ The Things They Carried by Tim O'Brien (excerpt/novel) First Read: Identifying Theme—pp. 361–365; Second Read: Author's Style—pp. 365–366; Third Read: Exploring Point of View—pp. 366–367; Chapter 11 Analyzing an Interpretation of a Novel ▪ The War of the Worlds by H. G. Wells (excerpt/novel) ▪ The War of the Worlds by Orson Welles (excerpt/radio broadcast) First Read: Identifying Point of View—pp. 224–228	TE: 34, 35, 36, 163, 164, 165, 166, 167, 168, 169, 101, 102, 103, 104, 126, 127	SE: 16, 20, 40, 48, 64, 76, 96, 100, 128, 132, 144, 156,
<a href="#">LAFS.1.112.RI.3.7:</a>	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.	Project-Based Assessments Digital Presentation: The Rest of the Story, pp. 40–41; Civil War Presentation, pp. 58–59; Digital Presentation, p. 264; Pictorial Presentation, p. 355 Tech-Connect Online search, collaboration, and publication—pp. 15, 16, 31, 32, 41, 51, 70, 71, 88, 104, 123, 139, 175, 209, 227, 233, 261, 263, 265, 273, 278, 280, 314, 331, 334, 348, 349, 355, 363, 380, 382, 390; Final Essay Upload essay to websites or blog—pp. 109, 193, 297, 403	SE: 233, 248, 533 TE: 5, 179, 5, 24, 75, 188	
<a href="#">LAFS.1.112.RI.3.8:</a>	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 18 Analyzing a Supreme Court Decision Preview Concepts/Chapter Goals/Making Connections—pp. 372–373 ▪ Tinker v. Des Moines Independent Community School District (excerpt/ Supreme Court decision) First Read: Structure of a Court Decision—pp. 374–382		
<a href="#">LAFS.1.112.RI.3.9:</a>	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 5 Analyzing Structure and Language in Historical Texts Preview Concepts/Chapter Goals/Making Connections—pp. 84–85 ▪ The Emancipation Proclamation by President Abraham Lincoln (excerpt/ historical document) ▪ The Constitution of the United States (excerpt/founding document) ▪ The Imperial Presidency by Arthur M. Schlesinger, Jr. (excerpt/informational) First Read: Finding Main Ideas—pp. 86–89; Second Read: Analyzing Structure—pp. 89–91; Third Read: Synthesizing Texts—pp. 92–95; Chapter 16 Understanding Main Ideas Through Historical Fiction Preview Concepts/Chapter Goals/Making Connections—		

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		pp. 342–343 ▪ Into the Sky with Diamonds by Ronald P. Grelsamer (excerpt/novel) Second Read: Understanding Unfamiliar Words (text features)—pp. 349–350; Chapter Analyzing Structure and Language in Historical Texts Preview Concepts/Chapter Goals/Making Connections—pp. 84–85 ▪ The Emancipation Proclamation by President Abraham Lincoln (excerpt/ historical document) ▪ The Constitution of the United States (excerpt/founding document) ▪ The Imperial Presidency by Arthur M. Schlesinger, Jr. (excerpt/ informational) First Read: Finding Main Ideas—pp. 86–89; Second Read: Analyzing Structure—pp. 89–91; Third Read: Synthesizing Texts—pp. 92–95; Chapter 16 Understanding Main Ideas Through Historical Fiction Second Read: Understanding Unfamiliar Words—pp. 349–350		
<a href="#">LAFS.1112.RI.4.10:</a>	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 11–CCR text complexity band independently and proficiently.	Chapter 13 Strategies for Understanding Nonfiction Preview Academic Vocabulary (connotation/context clues)—pp. 269–270; Focus on Identifying and Understanding Key Words in a Nonfiction Text (connotation and denotation)—pp. 273–274; Focus on Comparing Rhetoric:	418-439  474-498	
<a href="#">LAFS.1112.RL.1.1:</a>	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 6 Analyzing Text Elements Preview Concepts/Chapter Goals/Making Connections—pp. 116–115 ▪ The Great Gatsby by F. Scott Fitzgerald (excerpt/novel) ▪ Women and Economics by Charlotte Perkins Gilman (excerpt/ informational) First Read: Making Inferences—pp. 118–124; Second Read: Narrative Structure—pp. 124–125; Third Read: Synthesizing Texts—pp. 126–127; Chapter 14 Analyzing Characters Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 306– 307 ▪ Fahrenheit 451 by Ray Bradbury (excerpt/novel) ▪ 1984 by George Orwell (excerpt/novel) First Read: Analyzing Characters—pp. 308–315; Second Read: Analyzing Characters' Interactions—pp. 315–316; Third Read: Synthesizing Texts—pp. 316–320	SE: 104, 106, 107, 192, 193, 194 TE: 98, 99, 111, 112, 179, 182, 217, 218	
<a href="#">LAFS.1112.RL.1.2:</a>	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 Characters and Synthesizing Texts Preview Concepts/Chapter Goals/Making Connections—pp. 43–44 ▪ Cold Mountain by Charles Frazier (excerpt/novel) ▪ A Woman's Wartime Journal by Dolly Sumner Lunt (excerpt/primary source) Second Read: Using Character to Develop Theme—pp. 51–52; Chapter 11 Analyzing an Interpretation of a Novel Preview Concepts/Chapter Goals/Making Connections—pp. 222–223 ▪ The War of the Worlds by H. G. Wells (excerpt/novel) ▪ The	167, 168, 169, 170, 101, 102, 103, 104, 101, 102, 103, 104, 126, 127, 489	8, 11, 12, 16, 40, 48, 60, 63, 34, 67, 76, 79, 96, 100, 116, 128, 132, 144, 156



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		War of the Worlds by Orson Welles (excerpt/radio broadcast) Second Read: Analyzing Theme—pp. 229–234; Chapter 10 Using Author’s Craft to Identify Theme Preview Concepts/Chapter Goals/Making Connections—pp. 200–201 ▪ The Grapes of Wrath by John Steinbeck (excerpt/novel) ▪ The Grapes of Wrath by Nunnally Johnson (excerpt/screenplay) First Read: Analyzing Point of View—pp. 202–208	TE: 37, 40, 248 26, 55	
<a href="#">LAFS.1112.RL.1.3:</a>	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 Descriptive Details and Sensory Language Preview Concepts/Chapter Goals/Making Connections—pp. 8–9 ▪ The First Assassin by John J. Miller (excerpt/novel) First Read: Identifying Suspenseful Details—pp. 10–15; Second Read: Sensory Language—pp. 16–17; Third Read: Analyzing Different Interpretations of a Scene—pp. 18–20; Chapter 3 Analyzing Characters and Synthesizing Texts Preview Concepts/Chapter Goals/Making Connections—pp. 43–44 ▪ Cold Mountain by Charles Frazier (excerpt/novel) ▪ A Woman’s Wartime Journal by Dolly Sumner Lunt (excerpt/primary source) First Read: Development of Character—pp. 45–51; Second Read: Using Character to Develop Theme—pp. 51–52; Third Read: Synthesizing Texts—pp. 52–54; Chapter 6 Analyzing Text Elements Preview Concepts/Chapter Goals/Making Connections—pp. 116–115 ▪ The Great Gatsby by F. Scott Fitzgerald (excerpt/novel) ▪ Women and Economics by Charlotte Perkins Gilman (excerpt/ informational) First Read: Making Inferences—pp. 118–124; Second Read: Narrative Structure—pp. 124–125; Third Read: Synthesizing Texts—pp. 126–127; Chapter 14 Analyzing Characters Through Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 306–307 ▪ Fahrenheit 451 by Ray Bradbury (excerpt/novel) ▪ 1984 by George Orwell (excerpt/novel) First Read: Analyzing Characters—pp. 308–315; Second Read: Analyzing Characters’ Interactions—pp. 315–316; Third Read: Synthesizing Texts—pp. 316–320	SE: 101, 102, 103, 104, 126, 127	SE: 16, 20, 40, 48, 64, 76, 96, 100, 128, 132, 144, 156
<a href="#">LAFS.1112.RL.2.4:</a>	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.)	First Read Preview Vocabulary/Vocabulary (use a dictionary)—TWE pp. 10, 29, 45, 65, 86, 118, 136, 156, 172, 202, 224, 249, 271, 308, 327, 344, 361, 374 Language Using the Dictionary, pp. 280–281; Foreign Words and Phrases, pp. 336–337; Unit 2 Introduction Goals (how writers use connotation and denotation)—p. 115; Chapter 13 Strategies for Understanding Nonfiction Preview Academic Vocabulary (connotation/context clues)—pp. 269–270; Chapter 16 Understanding Main Ideas Through Historical Fiction Second Read: Understanding Unfamiliar Words—pp. 349–350; First Read Preview Vocabulary/Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 29, 45, 65, 86, 118, 136, 156, 172, 202, 224, 249, 271, 308, 327, 344, 361, 374; Focus on Sensory Language—pp. 16–17; Focus on Exploring	SE: 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

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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 &amp;</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
		Rhetoric: Pathos and Figurative Language—pp. 72–73; Focus on Determining Theme (figurative language)—pp. 255–256; Focus on Identifying and Understanding Key Words in a Nonfiction Text (connotation and denotation)—pp. 273–274; Focus on Comparing Rhetoric: Figurative Language/Figures of Speech—pp. 334–335; Focus on Understanding Unfamiliar Words—pp. 349–350; Text-Based Discussion Questions Connotation—TWE p. 142; Language Denotation and Connotation, p. 164; Using the Dictionary, pp. 280–281; Foreign Words and Phrases, pp. 336–337; Tech-Connect Context clues—p. 349		
<a href="#">LAFS.1112.RL.2.5:</a>	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 of provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Chapter 5 Analyzing Structure and Language in Historical Texts Preview Concepts/Chapter Goals/Making Connections—pp. 84–85 ▪ The Emancipation Proclamation by President Abraham Lincoln (excerpt/ historical document) ▪ The Constitution of the United States (excerpt/founding document) ▪ The Imperial Presidency by Arthur M. Schlesinger, Jr. (excerpt/informational) First Read: Finding Main Ideas—pp. 86–89; Second Read: Analyzing Structure—pp. 89–91; Third Read: Synthesizing Texts—pp. 92–95	SE: 174, 175, 478, 479, 480 TE: 69, 88, 115, 187, 244	SE: 12-13, 15, 88-89, 91, 124-125, 127
<a href="#">LAFS.1112.RL.2.6:</a>	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 19 Understanding Satire Preview Concepts/Chapter Goals/Making Connections—pp. 397–398; Gulliver’s Travels by Jonathan Swift (excerpt/novel) Common Sense by Thomas Paine (excerpt/pamphlet) Second Read: Analyzing Satire—pp. 406–408; Chapter 6 Interpreting Explicit and Implicit Meanings Preview Concepts/Chapter Goals/Making Connections—pp. 120–121; “The Face of Beauty” by Diane Ackerman (nonfiction essay) First Read: Identifying Central Ideas—pp. 122–127; Second Read: Using Textual Evidence—pp. 128–129; Third Read: Evaluating the Effect of Rhetoric—pp. 129–131	SE: 163, 164, 165, 166, 167, 168, 169	SE: 16, 48, 64, 72, 76, 88, 104, 120, 144, 152, 156  TE: 7, 11, 23, 35, 47, 63, 71, 103, 119, 127, 131, 151, 163
<a href="#">LAFS.1112.RL.3.7:</a>	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.)	Third Read: Analyzing Different Interpretations of a Scene—pp. 18–20; Third Read: Analyzing Two Interpretations of a Story—pp. 210–216; Chapter 11 Analyzing an Interpretation of a Novel ▪ The War of the Worlds by H. G. Wells (excerpt/novel) ▪ The War of the Worlds by Orson Welles (excerpt/radio broadcast) Project-Based Assessments Dramatic Interpretation, p. 217; Modern Adaptation, pp. 243–244; Finish the Story, pp. 321–322; Historical Fiction Story, p. 356		
<a href="#">LAFS.1112.RL.3.9:</a>	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 7 Analyzing and Comparing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 134–135 ▪ “Solitude of Self” by Elizabeth Cady Stanton (excerpt/speech) ▪ “Ain’t I a Woman?” by Sojourner Truth (speech) Third Read: Comparing Rhetoric—pp. 144–147; Chapter 8 Identifying		



## 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 &amp;</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
		Main Ideas Through Inference Preview Concepts/Chapter Goals/Making Connections—pp. 154–155 ▪ “Phenomenal Woman” by Maya Angelou (poetry) Third Read: Comparing Texts—pp. 162–163 Chapter 11 Analyzing an Interpretation of a Novel Preview Concepts/Chapter Goals/Making Connections—pp. 222–223 ▪ The War of the Worlds by H. G. Wells (excerpt/novel) ▪ The War of the Worlds by Orson Welles (excerpt/radio broadcast) Third Read: Analyze an Interpretation of a Novel—pp. 235–240; Chapter 15 Analyzing Purpose Through Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 325–326 ▪ Speech at the Berlin Wall by President John F. Kennedy (excerpt/speech) ▪ Remarks from the Brandenburg Gate by President Ronald Reagan (excerpt/ speech) Third Read: Comparing Rhetoric—pp. 334–335		
<a href="#">LAFS.1112.RL.4.10:</a>	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. 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.		SE: 418-439	SE: 79, 91, 127, 151, 155  TE: 12, 68, 88, 104, 124, 132
<a href="#">LAFS.1112.SL.1.1:</a>	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. <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines,</li> </ol>	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 9, 20, 32, 37, 54, 72, 77, 91, 94, 125, 127, 144, 147, 161, 180, 208, 215, 228, 233, 254, 256, 280, 320, 334, 352, 366, 382; Project- Based Assessments Digital Presentation: The Rest of the Story, pp. 40–41; Civil War Presentation, pp. 58–59; Roundtable Discussion, pp. 79–80, 166–167, 182–183; Digital Presentation, p. 264; Roundtable Discussion, pp. 283–285; Pictorial Presentation, p. 355 Text-Based Discussion Questions Connotation—TWE p. 142	SE: 472, 473, 474, 475, 476, 477 524, 525, 526, 527, 537, 538, 539	

## 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 &amp;</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
	and establish individual roles as needed. 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. 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.			
<a href="#">LAFS.1112.SL.1.2:</a>	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.	Unit 1 Writing Writing an Argumentative Paper—pp. 100–109; Unit 2 Writing Writing a Literary Analysis—pp. 186–193; Unit 4 Writing Writing an Argument Analysis—pp. 396–403; Project-Based Assessments Executive Power: A Social Network, pp. 97–98; Women’s Rights Presentation, p. 149; Investigative Report, pp. 150–151; Letter to the Editor, pp. 183–184; Literary Analysis, pp. 217–218; Brochure, pp. 264–265; Public Service Announcement, pp. 337–338; Speech, pp. 338–339; Practice Performance Task Writing an Argumentative Essay—pp. 298–304; Writing an Argument Analysis—pp. 404–408	SE: 212, 213, 214, 215, 216 233, 248, 533 TE: 5, 24, 75, 188, 179	
<a href="#">LAFS.1112.SL.1.3:</a>	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.	Chapter 5 Analyzing Structure and Language in Historical Texts Preview Concepts/Chapter Goals/Making Connections—pp. 84–85 • The Emancipation Proclamation by President Abraham Lincoln (excerpt/ historical document) • The Constitution of the United States (excerpt/founding document) • The Imperial Presidency by Arthur M. Schlesinger, Jr. (excerpt/informational) First Read: Finding Main Ideas—pp. 86–89; Second Read: Analyzing Structure—pp. 89–91; Third Read: Synthesizing Texts—pp. 92–95; Chapter 4 Analyzing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 63–64 •	SE: 163, 164, 165, 166, 167, 168, 169 174, 175, 478, 479, 480 28, 100, 101, 102, 103, 104, 179	SE: 16, 20, 40, 48, 64, 76, 96, 100, 128, 132, 144, 156

## 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 &amp;</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
		Prospectus for The Liberator by William Lloyd Garrison (excerpt/article) • Speech to the American Anti-Slavery Society by Frederick Douglass (excerpt/speech) First Read: Analyzing Purpose—pp. 65–70; Second Read: Exploring Rhetoric—pp. 71–74; Third Read: Analyzing Logos—pp. 75–77; Chapter 7 Analyzing and Comparing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 134–135 • “Solitude of Self” by Elizabeth Cady Stanton (excerpt/speech) • “Ain’t I a Woman?” by Sojourner Truth (speech) First Read: Identifying Key Details—pp. 136–141; Second Read: Understanding Rhetoric—pp. 141–144; Third Read: Comparing Rhetoric—pp. 144–147; Chapter 15 Analyzing Purpose Through Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 325–326 • Speech at the Berlin Wall by President John F. Kennedy (excerpt/speech) • Remarks from the Brandenburg Gate by President Ronald Reagan (excerpt/ speech) First Read: Speaker’s Purpose—pp. 327–332; Second Read: Analyzing Claims—pp. 332–334; Third Read: Comparing Rhetoric—pp. 334–335; Language Analyzing Literary Devices, pp. 55–56; Understatement, p. 367; Fragments, pp. 391–392		
<a href="#">LAFS.1112.SL.2.4:</a>	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.	Project-Based Assessments Dramatic Interpretation, p. 217; Modern Adaptation, pp. 243–244; Finish the Story, pp. 321–322; Historical Fiction Story, p. 356; Focus Focus on Narrative Structure: Write (write a description)—p. 125	SE: 520, 521, 522, 523, 524 TE: 233, 248, 533	SE: 8, 32, 36, 44, 68, 72, 88, 92, 104, 120, 124, 148, 152, 160
<a href="#">LAFS.1112.SL.2.5:</a>	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 Digital Presentation: The Rest of the Story, pp. 40–41; Civil War Presentation, pp. 58–59; Roundtable Discussion, pp. 79–80, 166–167, 182–183; Digital Presentation, p. 264; Roundtable Discussion, pp. 283–285; Pictorial Presentation, p. 355 project-Based Assessments (requiring research) Research Project, p. 39–40; Modern Adaptation, pp. 243–244; Digital Presentation, p. 264; Create a Dystopian Society, p. 321; Public Service Announcement, pp. 337–338; Speech, pp. 338–339; Pictorial Presentation, p. 355; Historical Fiction Story, p. 356; Write a Case Opinion, p. 392	SE: 233, 248, 533 TE: 5, 179	SE: 5, 24, 75, 188
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.			

## Course: Intensive Reading (#1000410)

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

Name	Description	Connections: ELA Grade 11 Student Edition-SE Teacher Wraparound Edition-TWE	Connections: Writing & Language Grade 11 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 11- Level K Student Ed-SE Teacher Ed-TE
<a href="#">LAFS.1112.W.3.7:</a>	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 (paraphrase)—p. 39 Project-Based Assessments RAFT, pp. 23–24; Research Project, pp. 39–40; Synthesis Essay, pp. 57–58; Analysis Essay, pp. 80–81; Cell Phone Etiquette Project, p. 129; Character Comparison, pp. 130–131; Literary Essay, pp. 165–166; Research Paper, p. 242; Document-Based Question Essay, pp. 282–283; Create a Dystopian Society, p. 321; The Inquiry Process Conduct Research—p. 102; The Writing Process Conduct Research—p. 189		SE: 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
<a href="#">LAFS.1112.W.3.9:</a>	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]”).	Chapter 5 Analyzing Structure and Language in Historical Texts Preview Concepts/Chapter Goals/Making Connections—pp. 84–85 ▪ The Emancipation Proclamation by President Abraham Lincoln (excerpt/ historical document) ▪ The Constitution of the United States (excerpt/founding document) ▪ The Imperial Presidency by Arthur M. Schlesinger, Jr. (excerpt/ informational) First Read: Finding Main Ideas—pp. 86–89; Second Read: Analyzing Structure—pp. 89–91 Third Read: Synthesizing Texts—pp. 92–95; Chapter 2 Evaluating Arguments ▪ Black, Blue and Gray by James Haskins (excerpt/informational) First Read: Identifying Main Ideas—pp. 29–32; Chapter 2 Evaluating Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 27–28 ▪ Black, Blue and Gray by James Haskins(excerpt/informational) First Read: Identifying Main Ideas—pp. 29–32 Second Read: Evaluating Arguments—pp. 32–34 Third Read: Evaluating Sources—pp. 35–37; Chapter 9 Analyzing Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 134– 135 ▪ The Feminine Mystique by Betty Friedan (excerpt/informational) First Read: Determining Main Ideas—pp. 172–177; Second Read: Analyzing Text Structures and Arguments—pp. 177–179; Third Read: Synthesizing Information—p. 180 Chapter 18 Analyzing a Supreme Court Decision Preview Concepts/Chapter Goals/Making Connections—pp. 372– 373 ▪ Tinker v. Des Moines Independent Community School District (excerpt/ Supreme Court decision) First Read: Structure of a Court Decision—pp. 374–382; Second Read: Analyzing an Argument—pp. 383–383; Third Read: Dissenting Arguments— pp. 384–391	SE: 101, 102, 103, 104 101, 102, 103, 104, 126, 127 72-91	SE: 8, 11, 12, 16, 40, 48, 60, 63, 34, 67, 76, 79, 96, 100, 116, 128, 132, 144, 156
<a href="#">LAFS.1112.W.4.10:</a>	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 an Argumentative Paper— pp. 100–109 Unit 2 Writing Writing a Literary Analysis—pp. 186–193 Unit 4 Writing Writing an Argument Analysis—pp. 396–403 Project-Based Assessments Executive Power: A Social Network, pp. 97–98; Women’s Rights Presentation, p. 149; Investigative Report, pp. 150–151; Letter to the Editor, pp. 183–184; Literary Analysis, pp. 217–218; Brochure, pp. 264–265; Public Service Announcement, pp. 337–338; Speech, pp. 338–339; Practice Performance Task Writing an Argumentative Essay— pp. 298–304; Writing an Argument Analysis—pp. 404–408	129-134 94-118 69, 88, 115, 187, 244	141, 147, 169 7, 29, 57, 71, 91, 99, 107, 131, 159 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 63, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 127, 131,

## 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 &amp;</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
				135, 147, 151, 155, 159, 163 23, 40, 58, 97, 101, 105, 107, 109, 113, 12, 130, 186, 187, 190, 191, 192, 197, 217, 242, 264, 282, 289, 291, 295, 296, 297, 303, 321, 353, 356, 368, 398, 399, 402, 403, 407, 408 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
<a href="#">LAFS.910.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>	Language (grammar, punctuation, capitalization, spelling) Run-on Sentences, pp. 21–22; Using Transitions, pp. 38–39; Correct Usage, pp. 77–78; Using Quotations, pp. 95–97; Parallel Structure, p. 148; Using Semicolons, p. 216; Subject Verb Agreement, pp. 240–241; Using Dashes, p. 263; Misplaced Modifiers, p. 320; Avoiding Redundant Language, pp. 353–354	SE: 43, 44, 45, 46, 294, 302	5-7, 9-11, 13-5, 21-3, 33-35, 37-39, 41-43, 45-47, 49-51, 61- 63, 65-67, 69-71, 73-75, 89-91, 93-95, 97-99, 101-103, 105-107, 117-119, 121-123, 125-127, 129-131, 133-135, 145-147, 149-151, 157-155, 157-159, 161-163
<a href="#">LAFS.910.L.3.4:</a>	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. <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a</li> </ol>	First Read Preview Vocabulary/Vocabulary (use a dictionary)—TWE pp. 10, 29, 45, 65, 86, 118, 136, 156, 172, 202, 224, 249, 271, 308, 327, 344, 361, 374; Language Using the Dictionary, pp. 280–281; Foreign Words and Phrases, pp. 336–337	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	SE: 9, 13, 33, 37, 45, 69, 73, 89, 93, 105, 121, 125, 149, 153, 161, Classic Roots and Affixes exercises in every

## 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 &amp;</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>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., analyze, analysis, analytical; advocate, advocacy).</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, or its etymology.</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>			unit-level word study
<a href="#">LAFS.910.L.3.5:</a>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Chapter 1 Analyzing Descriptive Details and Sensory Language Preview Concepts/Chapter Goals/Making Connections—pp. 8–9 ▪ The First Assassin by John J. Miller (excerpt/novel) Second Read: Sensory Language—pp. 16–17; Chapter 4 Analyzing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 63–64 ▪ Prospectus for The Liberator by William Lloyd Garrison (excerpt/article) ▪ Speech to the American Anti- Slavery Society by Frederick Douglass (excerpt/speech) Second Read: Exploring Rhetoric: Pathos and Figurative Language—pp. 72–74; Chapter 8 Identifying Main Ideas Through Inference Preview Concepts (sound devices: rhyme/onomatopoeia/alliteration)—p. 154; Focus Focus on Sensory Language—pp. 16–17; Focus on Exploring Rhetoric: Pathos and Figurative Language— pp. 72–73; Focus on Determining Theme (figurative language)—pp. 255–256; Focus on Identifying and Understanding Key Words in a Nonfiction Text (connotation and denotation)—pp. 273–274; Focus on Comparing Rhetoric: Figurative Language/Figures of Speech—pp. 334–335; Focus on Understanding Unfamiliar Words—pp. 349–350</p>	SE: 29, 126, 155, 488, 495, 519	
<a href="#">LAFS.910.L.3.6:</a>	<p>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</p>	<p>Chapter Introduction Preview Academic Vocabulary—pp. 8–9, 27, 43, 63, 84, 116, 134, 154–155, 170, 200, 222, 247, 269, 306, 325–326, 342, 359, 37; First Read Preview Vocabulary/Vocabulary (use a dictionary)—TWE pp. 10, 29, 45, 65, 86, 118, 136, 156, 172, 202, 224,</p>	SE: 503, 504, 505, 506, 507, 508, 509	SE: 5, 17, 21, 41, 49, 61, 65, 77, 97, 117, 159, 33, 145



## Course: Intensive Reading (#1000410)

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

Name	Description	Connections: ELA Grade 11 Student Edition-SE Teacher Wraparound Edition-TWE	Connections: Writing & Language Grade 11 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 11- Level K Student Ed-SE Teacher Ed-TE
	level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	249, 271, 308, 327, 344, 361, 374 Chapter 13 Strategies for Understanding Nonfiction Preview Academic Vocabulary (connotation/context clues)—pp. 269–270 C		
<a href="#">LAFS.910.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The Writing Process First Draft Organize Ideas (summarize main points)—pp. 189–190 Citing Sources (direct quotations/paraphrase)— p. 190; Brainstorming for Ideas/a Topic—pp. 291–293, 399; Citing Authors—p. 191; Citing Sources—p. 190	SE: 104, 106, 107, 192, 193, 194 TE: 98, 99, 111, 112, 179, 182, 217, 218	
<a href="#">LAFS.910.RI.1.2:</a>	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 7 Analyzing and Comparing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 134–135 • “Solitude of Self” by Elizabeth Cady Stanton (excerpt/speech) • “Ain’t I a Woman?” by Sojourner Truth (speech) First Read: Identifying Key Details (supporting central ideas expressed in the text)—pp. 136–14	SE: 101, 102, 103, 104	SE: 5, 17, 21, 41, 49, 61, 65, 77, 97, 117, 159, 33, 145
<a href="#">LAFS.910.RI.1.3:</a>	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.		SE: 489 101, 102, 103, 104	SE: 12–13, 15, 88–89, 91, 124–125, 127
<a href="#">LAFS.910.RI.2.4:</a>	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 2 Introduction Goals (how writers use connotation and denotation)—p. 115; Chapter 13 Strategies for Understanding Nonfiction Preview Academic Vocabulary (connotation/context clues)—pp. 269–270; Chapter 16 Understanding Main Ideas Through Historical Fiction Second Read: Understanding Unfamiliar Words—pp. 349–350; First Read Preview Vocabulary/Vocabulary (use context clues/use a dictionary)— TWE pp. 10, 29, 45, 65, 86, 118, 136, 156, 172, 202, 224, 249, 271, 308, 327, 344, 361, 374	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	
<a href="#">LAFS.910.RI.2.5:</a>	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 10 Using Author’s Craft to Identify Theme Preview Concepts/Chapter Goals/Making Connections—pp. 200– 201 • The Grapes of Wrath by John Steinbeck (excerpt/novel) • The Grapes of Wrath by Nunnally Johnson (excerpt/screenplay) First Read: Analyzing Point of View—pp. 202–208	SE: 489	SE: 85
<a href="#">LAFS.910.RI.2.6:</a>	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 4 Analyzing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 63–64 • Prospectus for The Liberator by William Lloyd Garrison (excerpt/article) • Speech to the American Anti- Slavery Society by Frederick Douglass (excerpt/speech) First Read: Analyzing Purpose—pp. 65–70; Second Read:	SE: 101, 102, 103, 104, 126, 127	SE: 4, 8, 20, 23, 32, 44, 60, 68, 100, 116, 124, 128, 148, 160

## 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 &amp;</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
		Exploring Rhetoric—pp. 71–74; Third Read: Analyzing Logos—pp. 75–77; Chapter 7 Analyzing and Comparing Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 134–135 • “Solitude of Self” by Elizabeth Cady Stanton (excerpt/speech) • “Ain’t I a Woman?” by Sojourner Truth (speech) First Read: Identifying Key Details—pp. 136–141; Second Read: Understanding Rhetoric—pp. 141–144; Third Read: Comparing Rhetoric—pp. 144–147; Chapter 15 Analyzing Purpose Through Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 325–326 • Speech at the Berlin Wall by President John F. Kennedy (excerpt/speech) • Remarks from the Brandenburg Gate by President Ronald Reagan (excerpt/ speech) First Read: Speaker’s Purpose—pp. 327–332; Second Read: Analyzing Claims—pp. 332–334; Third Read: Comparing Rhetoric—pp. 334–335; Language Analyzing Literary Devices, pp. 55–56; Understatement, p. 367; Fragments, pp. 391–392 11th Grade Communication		
<a href="#">LAFS.910.RI.3.7:</a>	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.			
<a href="#">LAFS.910.RI.3.8:</a>	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.		SE: 489 94-118	SE: 7, 29, 57, 71, 91, 99, 107, 131, 159
<a href="#">LAFS.910.RI.3.9:</a>	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 5 Analyzing Structure and Language in Historical Texts Preview Concepts/Chapter Goals/Making Connections—pp. 84–85 • The Emancipation Proclamation by President Abraham Lincoln (excerpt/ historical document) • The Constitution of the United States (excerpt/founding document) • The Imperial Presidency by Arthur M. Schlesinger, Jr. (excerpt/ informational) First Read: Finding Main Ideas—pp. 86–89; Second Read: Analyzing Structure—pp. 89–91; Third Read: Synthesizing Texts—pp. 92–95	SE: 101, 102, 103, 104 TE: 126, 127	
<a href="#">LAFS.910.RI.4.10:</a>	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. 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.	Chapter 13 Strategies for Understanding Nonfiction First Read: Identifying and Understanding Key Words—pp. 271–274; Chapter 16 Understanding Main Ideas Through Historical Fiction Second Read: Understanding Unfamiliar Words—pp. 349; Chapter 13 Strategies for Understanding Nonfiction Preview Academic Vocabulary (connotation/context clues)—pp. 269–270; Chapter 16 Understanding Main Ideas Through Historical Fiction Second Read: Understanding Unfamiliar Words—pp. 349–350–350	SE: 418-439  TE: 474-498	

## Course: Intensive Reading (#1000410)

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

Name	Description	Connections: ELA Grade 11 Student Edition-SE Teacher Wraparound Edition-TWE	Connections: Writing & Language Grade 11 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 11- Level K Student Ed-SE Teacher Ed-TE
<a href="#">LAFS.910.RL.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Unit 3 Writing - Writing a Critical Lens Essay—pp. 289–297 Project-Based Assessments RAFT, pp. 23–24; Research Project, pp. 39–40; Synthesis Essay, pp. 57–58; Analysis Essay, pp. 80–81; Cell Phone Etiquette Project, p. 129; Character Comparison, pp. 130–131; Literary Essay, pp. 165–166; Research Paper, p. 242; Document-Based Question Essay, pp. 282–283; Create a Dystopian Society, p. 321	SE: 104, 106, 107, 192, 193, 194 433 487, 488, 489, 493	
<a href="#">LAFS.910.RL.1.2:</a>	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.		SE: 101, 102, 103, 104	SE: 8, 11, 12, 16, 40, 48, 60, 63, 34, 67, 76, 79, 96, 100, 116, 128, 132, 144, 156
<a href="#">LAFS.910.RL.1.3:</a>	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.			
<a href="#">LAFS.910.RL.2.4:</a>	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 2 Introduction Goals (how writers use connotation and denotation)—p. 115 Chapter 13 Strategies for Understanding Nonfiction Preview Academic Vocabulary (connotation/context clues)—pp. 269–270; Chapter 16 Understanding Main Ideas Through Historical Fiction Second Read: Understanding Unfamiliar Words—pp. 349–350; First Read Preview Vocabulary/Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 29, 45, 65, 86, 118, 136, 156, 172, 202, 224, 249, 271, 308, 327, 344, 361, 374; Focus Focus on Sensory Language—pp. 16–17; Focus on Exploring Rhetoric: Pathos and Figurative Language—pp. 72–73; Focus on Determining Theme (figurative language)—pp. 255–256; Focus on Identifying and Understanding Key Words in a Nonfiction Text (connotation and denotation)—pp. 273–274; Focus on Comparing Rhetoric: Figurative Language/Figures of Speech—pp. 334–335; Focus on Understanding Unfamiliar Words—pp. 349–350; Text-Based Discussion Questions Connotation—TWE p. 142 Language Denotation and Connotation, p. 164; Using the Dictionary, pp. 280–281; Foreign Words and Phrases, pp. 336–337; Tech-Connect Context clues—p. 349	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	
<a href="#">LAFS.910.RL.2.5:</a>	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.			

## 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 &amp;</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
<a href="#">LAFS.910.RL.2.6:</a>	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 11 Analyzing an Interpretation of a Novel ▪ The War of the Worlds by H. G. Wells (excerpt/novel) ▪ The War of the Worlds by Orson Welles (excerpt/radio broadcast) First Read: Identifying Point of View—pp. 224–228 Second Read: Analyzing Theme—pp. 229–234 Third Read: Analyze an Interpretation of a Novel—pp. 235–240		SE: 16, 20, 40, 48, 64, 76, 96, 100, 128, 132, 144, 156
<a href="#">LAFS.910.RL.3.7:</a>	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).			
<a href="#">LAFS.910.RL.3.9:</a>	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).		SE: 167, 168, 169, 170	
<a href="#">LAFS.910.RL.4.10:</a>	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.		SE: 167, 168, 169, 170  TE: 418–439	SE: 12, 68, 88, 104, 124, 132
<a href="#">LAFS.910.SL.1.1:</a>	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. 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		SE: 472, 473, 474, 475, 476, 477 TE: 524, 525, 526, 527, 537, 538, 539	

## 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 &amp;</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 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>			
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		SE: 233, 248, 533	
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		SE: 163, 164, 165, 166, 167, 168, 169 TE: 174, 175, 478, 479, 480 SE: 28, 100, 101, 102, 103, 104, 179	SE: 16, 20, 40, 48, 64, 76, 96, 100, 128, 132, 144, 156
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and	Chapter 2 Evaluating Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 27–28 • Black, Blue and Gray by James Haskins (excerpt/informational) First Read: Identifying Main Ideas—pp. 29–32; Second Read:	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 &amp;</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
	the organization, development, substance, and style are appropriate to purpose, audience, and task.	Evaluating Arguments—pp. 32–34 Third Read: Evaluating Sources—pp. 35–37; Chapter 9 Analyzing Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 134–135 ▪ The Feminine Mystique by Betty Friedan (excerpt/informational) First Read: Determining Main Ideas—pp. 172–177; Second Read: Analyzing Text Structures and Arguments—pp. 177–179; Third Read: Synthesizing Information—p. 180 Chapter 18 Analyzing a Supreme Court Decision Preview Concepts/Chapter Goals/Making Connections—pp. 372–373 ▪ Tinker v. Des Moines Independent Community School District (excerpt/ Supreme Court decision) First Read: Structure of a Court Decision—pp. 374–382; Second Read: Analyzing an Argument—pp. 383–383; Third Read: Dissenting Arguments— pp. 384–391		
<a href="#">LAFS.910.SL.2.5:</a>	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 Digital Presentation: The Rest of the Story, pp. 40–41; Civil War Presentation, pp. 58–59; Roundtable Discussion, pp. 79–80, 166–167, 182–183; Digital Presentation, p. 264; Roundtable Discussion, pp. 283–285; Pictorial Presentation, p. 355	SE: 233, 248, 533	
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		SE: 508, 509, 514 TE: 503, 504, 505, 506, 507, 510, 511, 512, 513	SE: 5, 17, 21, 41, 49, 61, 65, 77, 97, 117, 159 TE: 33, 145
<a href="#">LAFS.910.W.3.7:</a>	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.	Unit 3 Writing Writing a Critical Lens Essay—pp. 289–297 Project-Based Assessments RAFT, pp. 23–24; Research Project, pp. 39–40; Synthesis Essay, pp. 57–58; Analysis Essay, pp. 80–81; Cell Phone Etiquette Project, p. 129; Character Comparison, pp. 130–131; Literary Essay, pp. 165–166; Research Paper, p. 242; Document-Based Question Essay, pp. 282–283; Create a Dystopian Society, p. 321	SE: 212, 213, 214, 215, 216	
<a href="#">LAFS.910.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>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</li> </ol>	Unit 1 Writing an Argumentative Paper— pp. 100–109; Unit 2 Writing Writing a Literary Analysis—pp. 186–193; Unit 4 Writing Writing an Argument Analysis—pp. 396–403; Project-Based Assessments Executive Power: A Social Network, pp. 97–98; Women’s Rights Presentation, p. 149; Investigative Report, pp. 150–151; Letter to the Editor, pp. 183–184; Literary Analysis, pp. 217–218; Brochure, pp. 264–265; Public Service Announcement, pp. 337–338; Speech, pp. 338–339 Practice Performance Task Writing an Argumentative Essay— pp. 298–304; Writing an Argument Analysis—pp. 404–408; Speak and Listen Oral communications (partner, small group, class discussions)— pp. 9, 20, 32, 37, 54, 72, 77, 91, 94, 125, 127, 144, 147, 161, 180, 208, 215, 228, 233,	SE: 489	



## 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 &amp;</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
	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”).	254, 256, 280, 320, 334,352, 366, 382; Project- Based Assessments Digital Presentation: The Rest of the Story, pp. 40– 41; Civil War Presentation, pp. 58–59; Roundtable Discussion, pp. 79–80, 166–167, 182–183; Digital Presentation, p. 264; Roundtable Discussion, pp. 283–285; Pictorial Presentation, p. 355		
<a href="#">LAFS.910.W.4.10:</a>	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 an Argumentative Paper— pp. 100–109; Unit 2 Writing Writing a Literary Analysis—pp. 186–193; Unit 4 Writing Writing an Argument Analysis—pp. 396–403; Project-Based Assessments Executive Power: A Social Network, pp. 97–98; Women’s Rights Presentation, p. 149; Investigative Report, pp. 150–151; Letter to the Editor, pp. 183–184; Literary Analysis, pp. 217–218; Brochure, pp. 264–265; Public Service Announcement, pp. 337–338; Speech, pp. 338–339; Practice Performance Task Writing an Argumentative Essay— pp. 298–304; Writing an Argument Analysis—pp. 404–408	SE: 212, 213, 214, 215, 216 129-134 94-118 72-91 69, 88, 115, 187, 244	SE: 141, 147, 169 7, 29, 57 11, 15, 19, 35, 39, 43, 47, 51, 63, 67, 71, 75, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163, 23, 40, 58, 97, 101, 105, 107, 109, 113, 12, 130, 186, 187, 190, 191, 192, 197, 217, 242, 264, 282, 289, 291, 295, 296, 297, 303, 321, 353, 356, 368, 398, 399, 402, 403, 407, 408
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.			
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.			

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 &amp;</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
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