

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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> 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. 	Dashes and Hyphens, pp. 38–39; Contested Usage and the Serial Comma, pp. 99–100; Using Quotations, pp. 193–194; Brackets, pp. 278; Using Hyphens, pp. 298–299; Fragments, pp. 355; Capitalization, pp. 413–415; Intentional Use of Sentence Fragments, pp. 439–440	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. 	Chapter 15 Evaluating Arguments Through Structure, Introduction: prefix—p. 305; Language Foreign Words and Phrases—pp. 216–217; First Read Preview Vocabulary (use a dictionary)—TWE pp. 10, 28, 47, 70, 88, 122, 141, 165, 183, 202, 238, 254, 268, 285, 307, 340, 361, 377, 399, 422; Chapter 1 Analyzing the Effects of Plot and Imagery Third Read: Considering Imagery—pp. 17–19; Chapter 3 Comparing Texts from Different Literary Time Periods Preview Academic Vocabulary (connotation/figurative language)—pp. 45–46; Chapter 8 Appreciating Language and Meaning First Read: Interpreting Language and Tone (denotation and connotation)—pp. 165–168; Chapter 10 Understanding Style Second Read: Analyzing an Author’s Style (connotations)—pp. 207–208; Chapter 11 Understanding Setting and Conflict Third Read: Analyzing Author’s Craft (sensory language)—pp. 246–247; Chapter 12 Comparing and Contrasting Key Ideas and Theme Introduction: Preview Academic Vocabulary (connotation/ figurative language)—pp. 252–253; Second Read: Analyzing Author’s Word Choice (connotation)— pp. 257–258; Chapter 14 Evaluating Arguments Through Purpose and Rhetoric First Read: Understanding Technical Language (context clues/ synonyms)—pp. 285–291; First Read Preview Vocabulary /Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 28, 47, 70, 88, 122, 141, 165, 183, 202, 238, 254, 268, 285, 307, 340, 361, 377, 399, 422; Focus on Considering Imagery—pp. 17–19; Focus on Comparing and Contrasting Poems—pp. 58–59; Focus on Analyzing Poetic Elements—pp. 174–175 Tech-Connect Connotation—p. 257	SE: 508, 509, 514, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514 TE: 182, 183	SE: Classic Roots and Affixes exercises in every unit-level word study 79, 81, 95, 103, 109, 123

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Name	Description	<u>Connections: ELA</u> <u>Grade 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	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).			
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. 	Chapter 8 Appreciating Language and Meaning First Read: Interpreting Language and Tone (denotation and connotation) pp. 165–168; Language: Euphemism, pp. 19–21; Paradox, pp. 60–61; Allusion, pp. 155–156; Hyperbole, pp. 175–176; Allegory, pp. 247–248; Personification, pp. 261; Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253 ▪ The Merchant of Venice by William Shakespeare (excerpt/play) ▪ “Justice” by Paul Laurence Dunbar (excerpt/poem) ▪ “Shakespeare” by Vachel Lindsay (excerpt/poem) Continued...Introduction: Preview Academic Vocabulary (figurative language)—pp. 252–253; Second Read: Analyzing Author’s Word Choice—pp. 257–258; Close Reading Annotating a Text (marking imagery or interesting figurative language)—p. xxvii; Chapter 3 Comparing Texts from Different Literary Time Periods Preview Concepts/Chapter Goals/Making Connections—pp. 45–46 ▪ “The Love Song of J. Alfred Prufrock” by T. S. Eliot (excerpt/poetry) ▪ “Song of Myself” by Walt Whitman (excerpt/poetry) Introduction: Preview Academic Vocabulary (figurative language)—pp. 45–46; Second Read: Interpreting Allusions—pp. 54–56; Third Read: Comparing and Contrasting Poems (figurative language)—p. 59	SE: 29, 126, 155, 488,495, 519, 163, 164, 165, 166, 167, 168, 169	SE: 79, 81, 95, 103, 109, 123
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 14 Evaluating Arguments Through Purpose and Rhetoric First Read: Understanding Technical Language—pp. 285–291; Chapter 15 Evaluating Arguments Through Structure First Read: Understanding Terms—pp. 307–312 Chapter Introduction Preview Academic Vocabulary—pp. 8, 27, 45, 68, 86, 120, 122, 139, 163, 182, 184, 200, 202, 236, 252, 266, 283, 305, 338, 359, 375, 397, 420; Unit 4 Writing a Division and Classification Paper—pp. 446	SE: 503, 504, 505, 506, 507, 508, 509	SE: 13, 17, 41, 49, 65, 73, 77, 89, 93, 105, 121, 133, 145, 153

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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, including determining where the text leaves matters uncertain.	The Writing Process Organize Ideas (paraphrase or direct quotation)—pp. 329, 450 Writing Paragraphs with Textual Evidence (paraphrase or direct quotation)—p. 330; 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: 489 TE: 26, 55	SE: 7, 11, 71, 91, 99, 113, 119, 131, 147, 155, 159 TE: 12, 16, 40, 48, 64, 72, 76, 88, 92, 104, 120, 132, 144, 152
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 2 Understanding Literary Devices in Nonfiction Preview Concepts/Chapter Goals/Making Connections—pp. 26–27 ▪ Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity by Katherine Boo (excerpt/journalistic nonfiction) First Read: Identifying Main Ideas—pp. 29–32; 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; Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253 ▪ The Merchant of Venice by William Shakespeare (excerpt/play) ▪ “Justice” by Paul Laurence Dunbar (excerpt/poem) ▪ “Shakespeare” by Vachel Lindsay (excerpt/poem) First Read: Identifying Key Ideas—pp. 254–257; Chapter 13 Evaluating Arguments Through Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 266–267 ▪ “Three Strikes and You’re Out” by Mike Reynolds (excerpt/biography) ▪ David and Goliath: Underdogs, Misfits, and the Art of Battling Giants by Malcolm Gladwell (excerpt/informational) First Read: Identifying Main Ideas—pp. 268–272	SE: 101, 102, 103, 104, 489 TE: 26, 55	SE: 72, 75, 88, 91, 104, 116, 120
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.	Chapter 5 Recognizing Structure in Literature Preview Concepts/Chapter Goals/Making Connections—pp. 86–87 ▪ The Glass Castle by Jeannette Wells (excerpt/memoir) Third Read: Recognizing How Structure Influences Meaning—pp. 97–99	SE: 174, 175, 478, 479, 480	SE: 12, 40, 64, 92, 132 TE: 16, 48, 64, 72, 76, 88, 104, 120, 144, 152, 156

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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).	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; Chapter 8 Appreciating Language and Meaning Preview Concepts/Chapter Goals/Making Connections—pp. 163–164; “For Brown-Skin Girls” by Sharon Harvey Rosenberg (excerpt/poetry) “Pretty” by Katie Makkai (excerpt/poetry) First Read: Interpreting Language and Tone—pp. 165–168; Second Read: Recognizing a Shift in Tone—pp. 169–170; Third Read: Analyzing Poetic Elements—pp. 171–175; Chapter 1 Analyzing the Effects of Plot and Imagery Third Read: Considering Imagery—pp. 17–19; Chapter 3 Comparing Texts from Different Literary Time Periods Preview Academic Vocabulary (connotation/figurative language)—pp. 45–46; Chapter 14 Evaluating Arguments Through Purpose and Rhetoric First Read: Understanding Technical Language—pp. 285–291	SE: 29, 126, 155, 488,495, 519, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514,	Classic Roots and Affixes exercises in every unit-level word study SE: 79, 81, 95, 103, 109, 123
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 4 Evaluating Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 68–69 ▪ The Glass Cage: Automation and Us by Nicholas Carr (excerpt/nonfiction) “Is Technology Stealing Our (Self) Identities?” by Jim Taylor (article) First Read: Identifying Claims—pp. 70–73; Second Read: Tracing an Argument—pp. 73–76; Chapter 15 Evaluating Arguments Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 305–306; Supreme Court Ruling on Miller v. Alabama (2012) by Hailey Black (excerpt/Supreme Court decision) First Read: Understanding Terms—pp. 307–312; Second Read: Analyzing the Structure of a Court Ruling—pp. 313–315; Chapter 15 Evaluating Arguments Through Structure First Read: Understanding Terms—pp. 307–312	SE: 174, 175, 478, 479, 480, 101, 102, 103, 104, 126, 127	SE: 12,16, 40, 48, 64, 72, 76, 88, 92, 104, 120, 132, 144, 152
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 13 Evaluating Arguments Through Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 266–267; “Three Strikes and You’re Out” by Mike Reynolds (excerpt/biography) David and Goliath: Underdogs, Misfits, and the Art of Battling Giants by Malcolm Gladwell (excerpt/informational) First Read: Identifying Main Ideas—pp. 268–272; Chapter 10 Understanding Style Preview Concepts/Chapter Goals/Making Connections—pp. 200–201 ▪ Giving up the Ghost by Hilary Mantel (excerpt/memoir) “Tell Me I’m Fat” by Elna Baker (excerpt/memoir) First	SE: 489 TE: 26, 55	SE: 16, 48, 64, 72, 76, 88, 104, 120, 144, 152, 156

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		Read: Identifying the Author's Point of View—pp. 202–207; Chapter 14 Evaluating Arguments Through Purpose and Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 283–284; “The Agony of If” by Roy Burgess Jr (excerpt/poetry) “Abandon Hope, All Ye Who Enter Here” by Supreme Court Justice Anthony Kennedy (excerpt/speech) First Read: Understanding Technical Language—pp. 285–291; Second Read: Analyzing Purpose and Rhetoric—pp. 292–295; Third Read: Evaluating an Argument—pp. 296–297		
<u>LAFS.1112.RI.3.7:</u>	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.	Fishbowl Discussion (Discussion Rules), pp. 40–41; Chapter 9 Understanding Data, Details, and the Argument Preview Concepts/Chapter Goals/Making Connections—pp. 181–182; “The Disproportionate Risks of Driving While Black” by Sharon LaFraniere and Andrew W. Lehren (excerpt/article) Third Read: Multimodal and Digital Texts (graph)—pp. 190–192; Tech-Connect Conduct online research—p. 352; Tech-Connect Online search, collaboration, and publication—pp. 16, 33, 89, 127, 149, 167, 187, 191, 206, 273, 292, 352, 383, 413, 432, 246, 364, 279, 290, 311, 347, 404; Final Essay Upload essay to websites or blog—pp. 112, 228, 332, 453; Using Technology in the Classroom TWE pp. 461–462		SE: 12, 16, 40, 48, 64, 72, 76, 88, 92, 104, 120, 132, 144, 152
<u>LAFS.1112.RI.3.8:</u>	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 15 Evaluating Arguments Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 305–306; Supreme Court Ruling on Miller v. Alabama (2012) by Hailey Black (excerpt/Supreme Court decision) First Read: Understanding Terms—pp. 307–312; Second Read: Analyzing the Structure of a Court Ruling—pp. 313–316; Chapter 19 Understanding Satire Preview Concepts/Chapter Goals/Making p.397-398 Connections—Common Sense by Thomas Paine (excerpt/pamphlet)	SE: 28, 100, 101, 102, 103, 104, 126, 127, 147	
<u>LAFS.1112.RI.3.9:</u>	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	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)	SE: 28, 100, 101, 102, 103, 104, 126, 127, 179	

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	Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.			
<u>LAFS.1112.RI.4.10:</u>	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.	SB/TWE: Chapters 2,4,5,6,8,10,13,17,19	SE: 28, 100, 101, 102, 103, 104, 179	
<u>LAFS.1112.RL.1.1:</u>	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.	The Writing Process Organize Ideas (paraphrase or direct quotation)—pp. 329, 450 Writing Paragraphs with Textual Evidence (paraphrase or direct quotation)—p. 330; 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; Chapter 9 Understanding Data, Details, and the Argument Preview Concepts/Chapter Goals/Making Connections—pp. 181–182; “The Disproportionate Risks of Driving While Black” by Sharon LaFraniere and Andrew W. Lehren (excerpt/article) Second Read: Evaluating Claims and Evidence—pp. 188–189	SE: 222,223 TE: 504, 205, 253	SE: 72, 75, 88. 91, 104, 120
<u>LAFS.1112.RL.1.2:</u>	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 1 Analyzing the Effects of Plot and Imagery Preview Concepts/Chapter Goals/Making Connections—pp. 8–9; The Orphan Master's Son by Adam Johnson (excerpt/fiction) First Read: Determining Theme—pp. 10–15; Chapter 3 Comparing Texts from Different Literary Time Periods Preview Concepts/Chapter Goals/Making Connections—pp. 45–46 ▪ “The Love Song of J. Alfred Prufrock” by T. S. Eliot (excerpt/poetry) “Song of Myself” by Walt Whitman (excerpt/poetry) First Read: Determining Themes—pp. 47–54; Chapter 7 Exploring Characterization and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 139–140 ▪ Frankenstein by Mary Shelley (excerpt/fiction) Second Read: Determining Theme—pp. 149–	SE: 167, 168, 169, 170, 222, 223 TE: 54, 205, 253	SE: 85

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		151; Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253 ▪ The Merchant of Venice by William Shakespeare (excerpt/play) ▪ “Justice” by Paul Laurence Dunbar (excerpt/poem) ▪ “Shakespeare” by Vachel Lindsay (excerpt/poem) First Read: Identifying Key Ideas—pp. 254–257; Second Read: Analyzing Author’s Word Choice—pp. 257–258; Third Read: Comparing Treatments of Themes—pp. 258–260; Chapter 16 Identifying Theme Through Character Development Preview Concepts/Chapter Goals/Making Connections—pp. 338–339; The Night Thoreau Spent in Jail by Jerome Lawrence and Robert E. Lee (excerpt/play) Walden by Henry David Thoreau (excerpt/memoir) Chapter 18 Analyzing Economic Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 375–376; Looking Backward by Edward Bellamy (excerpt/novel) “Statement to the Court” by Eugene Victor Debs (excerpt/speech) Socialism (encyclopedia article) Third Read: Connecting Themes—pp. 387–390		
<u>LAFS.1112.RL.1.3:</u>	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 11 Understanding Setting and Conflict Third Read: Analyzing Author’s Craft (sensory language)—pp. 246–247; Chapter 11 Understanding Setting and Conflict Preview Concepts/Chapter Goals/Making Connections—pp. 236–237; Lord of the Flies by William Golding (excerpt/novel) First Read: Evaluating the Social Context of Setting—pp. 238–243; Second Read: Identifying Conflict—pp. 244–245; Third Read: Analyzing Author’s Craft—pp. 246–247; Chapter 20 Analyzing Complex Plot Structures Preview Concepts/Chapter Goals/Making Connections—pp. 420–421; The Book of Unknown Americans by Cristina Henriquez (excerpt/novel) First Read: Evaluating the Impact of Setting—pp. 422–431; Second Read: Analyzing Characters’ Moral Dilemmas—pp. 432–434	SE: 163, 164, 165, 166, 167, 168, 169, 179	SE: 7, 11, 23, 35, 47, 63, 71, 103, 119, 127, 131, 151, 163
<u>LAFS.1112.RL.2.4:</u>	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.	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; Chapter 8 Appreciating Language and Meaning Preview Concepts/Chapter Goals/Making Connections—pp. 163–164; “For Brown-Skin Girls” by Sharon Harvey Rosenberg (excerpt/poetry) “Pretty” by Katie Makkai (excerpt/poetry) First Read: Interpreting Language and Tone—pp.	SE: 29, 126, 155, 488, 495, 519, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514,	Classic Roots and Affixes exercises in every unit-level word study SE: 79, 81, 95, 103, 109, 123,

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	(Include Shakespeare as well as other authors.)	165–168; Second Read: Recognizing a Shift in Tone—pp. 169–170; Third Read: Analyzing Poetic Elements—pp. 171–175; Chapter 1 Analyzing the Effects of Plot and Imagery Third Read: Considering Imagery—pp. 17–19; Chapter 3 Comparing Texts from Different Literary Time Periods Preview Academic Vocabulary (connotation/figurative language)—pp. 45–46		TE: 7, 11, 23, 35, 47, 63, 71, 103, 119, 127, 131, 151, 163
LAFS.1112.RL.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) contribute to its overall structure and meaning as well as its aesthetic impact.	Chapter 5 Recognizing Structure in Literature Preview Concepts/Chapter Goals/Making Connections—pp. 86–87; The Glass Castle by Jeannette Wells (excerpt/memoir) Third Read: Recognizing How Structure Influences Meaning—pp. 97–99; Chapter 9 Understanding Data, Details, and the Argument Preview Concepts/Chapter Goals/Making Connections—pp. 181–182; “The Disproportionate Risks of Driving While Black” by Sharon LaFraniere and Andrew W. Lehren (excerpt/article) Third Read: Multimodal and Digital Texts (graph)—pp. 190–192; Chapter 10 Understanding Style Preview Concepts/Chapter Goals/Making Connections—pp. 200–201 ▪ Giving up the Ghost by Hilary Mantel (excerpt/memoir) “Tell Me I’m Fat” by Elna Baker (excerpt/memoir) Third Read: Comparing Authors’ Styles (text features)—pp. 209–215; Chapter 1 Analyzing the Effects of Plot and Imagery Preview Concepts/Chapter Goals/Making Connections—pp. 8–9; The Orphan Master’s Son by Adam Johnson (excerpt/fiction) Second Read: Analyzing Narrative Structure (summarize)—pp. 16–17		SE: 7, 11, 23, 35, 47, 63, 71, 103, 119, 127, 131, 151, 163
LAFS.1112.RL.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 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
LAFS.1112.RL.3.7:	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or	Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253; The Merchant of Venice by William Shakespeare (excerpt/play) “Justice” by Paul Laurence		

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Name	Description	<u>Connections: ELA</u> <u>Grade 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Dunbar (excerpt/poem) “Shakespeare” by Vachel Lindsay (excerpt/poem) First Read: Identifying Key Ideas—pp. 254–257; Second Read: Analyzing Author’s Word Choice—pp. 257–258; Third Read: Comparing Treatments of Themes—pp. 258–260		
<u>LAFS.1112.RL.3.9:</u>	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 3 Comparing Texts from Different Literary Time Periods Preview Concepts/Chapter Goals/Making Connections—pp. 45–46; “Song of Myself” by Walt Whitman (excerpt/poetry) Introduction: Preview Academic Vocabulary (figurative language)—pp. 45–46; Second Read: Interpreting Allusions—pp. 54–56; Chapter 16 Identifying Theme Through Character Development Preview Concepts/Chapter Goals/Making Connections—pp. 338–339; The Night Thoreau Spent in Jail by Jerome Lawrence and Robert E. Lee (excerpt/play) Walden by Henry David Thoreau (excerpt/memoir) 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) First Read: Identifying Important Details (summarize the conflict)—pp. 399–405	SE: 167, 168, 169, 170	SE: 16, 48, 64, 72, 76, 88, 104, 120, 144, 152, 156
<u>LAFS.1112.RL.4.10:</u>	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.	SB/TWE: Chapters 1, 3, 7, 9, 11, 12, 16, 18	SE: 154, 163, 164, 165, 166, 167, 168, 169, 170	
<u>LAFS.1112.SL.1.1:</u>	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	Tech-Connect Online search, collaboration, and publication—pp. 16, 33, 89, 127, 149, 167, 187, 191, 206, 273, 292, 352, 383, 413, 432, 246, 364, 279, 290, 311, 347, 404; Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 19, 34, 35, 37, 60, 73, 91, 97, 129, 131, 151, 154, 170, 175, 188, 192, 208, 215, 245, 257, 260, 275, 295, 297, 318, 347, 350, 352, 354, 366, 369, 384, 386, 390, 404, 413, 431, 434, 439; Project-Based	SE: 233, 248, 520, 521, 522, 523, 524	SE: 4, 8, 36, 40, 44, 48, 60, 64, 68, 72, 76, 88, 92, 96, 100, 104, 116, 120, 124, 128,

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	<p>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 topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 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>Assessments Digital Presentation, pp. 21–22, 135–136; Fishbowl Discussion (Discussion Rules), pp. 40–41; Pictorial Presentation, pp. 156–157; Roundtable Discussion, pp. 300–302, 415–416</p>		<p>132, 144, 148, 156, 160</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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	On Your Own Integrating Ideas (research)—pp. 23, 42, 64, 83, 102, 136, 159, 179, 196, 219, 250, 264, 281, 302, 322, 357, 373, 395, 417, 443; Project-Based Assessments Digital Presentation (research), p. 21; Roundtable Discussion (gather information), p. 300; Editorial (research), p. 372; 7, 15, 151, 151, 176, 215, 275, 279, 392	SE: 233, 248, 533, 212, 213, 214, 215, 216	SE: 4, 8, 36, 40, 44, 48, 60, 64, 68, 72, 76, 88, 92, 96, 100, 104, 116, 120, 124, 128, 132, 144, 148, 156, 160
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 19, 34, 35, 37, 60, 73, 91, 97, 129, 131, 151, 154, 170, 175, 188, 192, 208, 215, 245, 257, 260, 275, 295, 297, 318, 347, 350, 352, 354, 366, 369, 384, 386, 390, 404, 413, 431, 434, 439; Revising and Editing (with feedback) Revision—pp. 110, 226, 330, 451; First Peer Review (Steps for Peer Review)—pp. 110–111, 227, 330, 451; Second Peer Review/Self Review—pp. 111, 227–228; Second Review (Teacher/Parent)—pp. 330, 451–452; Final Peer Review—pp. 111, 228, 332, 453		
LAFS.1112.SL.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.	SB/TWE: 19, 41, 73, 110, 112, 156, 194, 195, 245, 279, 350, 369, 392, 415; Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 19, 34, 35, 37, 60, 73, 91, 97, 129, 131, 151, 154, 170, 175, 188, 192, 208, 215, 245, 257, 260, 275, 295, 297, 318, 347, 350, 352, 354, 366, 369, 384, 386, 390, 404, 413, 431, 434, 439; Revising and Editing (with feedback) Revision—pp. 110, 226, 330, 451; First Peer Review (Steps for Peer Review)—pp. 110–111, 227, 330, 451; Second Peer Review/Self Review—pp. 111, 227–228; Project-Based Assessments Argumentative Essay, pp. 82–83; Develop a Questionnaire, pp. 134–135; Lincoln-Douglas Debate, pp. 279–281; Editorial, pp. 372–373; Digital Presentation, pp. 21–22, 135–136; Fishbowl Discussion (Discussion Rules), pp. 40–41; Pictorial Presentation, pp. 156–157; Roundtable Discussion, pp. 300–302, 415–416	SE: 520, 521, 522, 523, 524	SE: 4, 8, 36, 40, 44, 48, 60, 64, 68, 72, 76, 88, 92, 96, 100, 104, 116, 120, 124, 128, 132, 144, 148, 156, 160
LAFS.1112.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 Digital Presentation, pp. 21–22, 135–136; Pictorial Presentation, pp. 156–157	SE: 233, 248, 533 TE: 11	

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 19, 34, 35, 37, 60, 73, 91, 97, 129, 131, 151, 154, 170, 175, 188, 192, 208, 215, 245, 257, 260, 275, 295, 297, 318, 347, 350, 352, 354, 366, 369, 384, 386, 390, 404, 413, 431, 434, 439; Project-Based Assessments Digital Presentation, pp. 21–22, 135–136; Fishbowl Discussion (Discussion Rules), pp. 40–41; Pictorial Presentation, pp. 156–157; Roundtable Discussion, pp. 300–302, 415–416	SE: 503, 504, 505, 506, 507, 508, 509	SE: 13, 17, 41, 49, 65, 73, 77, 89, 93, 105, 121, 133, 145, 153
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.	Research to Support an Opinion, p. 321; Practice Performance Task Argumentative Essay—pp. 333–336; Rhetorical Analysis—pp. 454–458; Practice Performance Task Practice Performance Task: Essential Question Essay—pp. 113–118; Practice Performance Task: Essential Question Essay—pp. 229–234	SE: 212, 213, 214, 215, 216	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 69, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> 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”). 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 	Chapter 9 Understanding Data, Details, and the Argument Preview Concepts/Chapter Goals/Making Connections—pp. 181–182; “The Disproportionate Risks of Driving While Black” by Sharon LaFraniere and Andrew W. Lehren (excerpt/article) Third Read: Multimodal and Digital Texts (graph)—pp. 190–192; Unit 2 Writing Writing a Definition Essay—pp. 222–228; Practice Performance Task: Essential Question Essay—pp. 229–234; Chapter 11 Understanding Setting and Conflict Third Read: Analyzing Author’s Craft (sensory language)—pp. 246–247; Literary Analysis (research)—p. 262; Chapter 14 Evaluating Arguments Through Purpose and Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 283–284; “The Agony of If” by Roy Burgess Jr (excerpt/poetry) “Abandon Hope, All Ye Who Enter Here” by Supreme Court Justice Anthony Kennedy (excerpt/speech) Third Read: Evaluating an Argument—pp. 296–297; Chapter 15 Evaluating Arguments Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 305–306 ▪ Supreme Court Ruling on Miller v. Alabama (2012) by Hailey Black (excerpt/Supreme Court decision) “Second Read: Analyzing the Structure of a Court Ruling—pp. 313–315”	SE: 94-118, 129-134	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 69, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	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 18 Analyzing Economic Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 375–376; Looking Backward by Edward Bellamy (excerpt/novel) “Statement to the Court” by Eugene Victor Debs (excerpt/speech) Socialism (encyclopedia article) Third Read: Connecting Themes—pp. 387–390; Rhetorical Analysis—pp. 454–458		
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.	First Response writing exercises within each chapter; Write Activities within each chapter; Project-Based Assessments; Writing Chapters; Practice Performance Tasks	SE: 69, 88, 115, 187, 244, 72-91, 94-118, 129-134	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 69, 67, 71, 75, 79, 91, 95, 99, 103, 107, 113, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <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. 	Dashes and Hyphens, pp. 38–39; Contested Usage and the Serial Comma, pp. 99–100; Using Quotations, pp. 193–194; Brackets, pp. 278; Using Hyphens, pp. 298–299; Fragments, pp. 355; Capitalization, pp. 413–415; Intentional Use of Sentence Fragments, pp. 439–440	SE: 43, 44, 45, 46, 294, 302	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 69, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.910.L.3.4:	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.	Chapter 15 Evaluating Arguments Through Structure Introduction: prefix—p. 305; Language Foreign Words and Phrases—pp. 216–217; First Read Preview Vocabulary (use a dictionary)—TWE pp. 10, 28, 47, 70, 88, 122, 141, 165, 183, 202, 238, 254, 268, 285, 307, 340, 361, 377, 399, 422; Chapter 1 Analyzing the Effects of Plot and Imagery Third Read: Considering Imagery—	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	Classic Roots and Affixes exercises in every unit-level word study

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	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., analyze, analysis, analytical; advocate, advocacy). 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. 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).	pp. 17–19; Chapter 3 Comparing Texts from Different Literary Time Periods Preview Academic Vocabulary (connotation/figurative language)—pp. 45–46; Chapter 8 Appreciating Language and Meaning First Read: Interpreting Language and Tone (denotation and connotation)—pp. 165–168; Chapter 10 Understanding Style Second Read: Analyzing an Author's Style (connotations)—pp. 207–208; Chapter 11 Understanding Setting and Conflict Third Read: Analyzing Author's Craft (sensory language)—pp. 246–247; Chapter 12 Comparing and Contrasting Key Ideas and Theme Introduction: Preview Academic Vocabulary (connotation/ figurative language)—pp. 252–253; Second Read: Analyzing Author's Word Choice (connotation)— pp. 257–258; Chapter 14 Evaluating Arguments Through Purpose and Rhetoric First Read: Understanding Technical Language (context clues/ synonyms)—pp. 285–291; First Read Preview Vocabulary /Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 28, 47, 70, 88, 122, 141, 165, 183, 202, 238, 254, 268, 285, 307, 340, 361, 377, 399, 422; Focus on Considering Imagery—pp. 17–19; Focus on Comparing and Contrasting Poems—pp. 58–59; Focus on Analyzing Poetic Elements—pp. 174–175; Tech-Connect Connotation—p. 257		SE: 79, 81, 95, 103, 109, 123,
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	Chapter 8 Appreciating Language and Meaning First Read: Interpreting Language and Tone (denotation and connotation) pp. 165–168; Language: Euphemism, pp. 19–21; Paradox, pp. 60–61; Allusion, pp. 155–156; Hyperbole, pp. 175–176; Allegory, pp. 247–248; Personification, pp. 261; Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253 ▪ The Merchant of Venice by William Shakespeare (excerpt/play) ▪ “Justice” by Paul Laurence Dunbar (excerpt/poem) ▪ “Shakespeare” by Vachel Lindsay (excerpt/poem) Introduction: Preview Academic Vocabulary (figurative language)—pp. 252–253; Second Read: Analyzing Author's Word Choice—pp. 257–258; Close Reading Annotating a Text (marking imagery or interesting figurative	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 29, 126, 155, 488,495, 519	SE: 79, 81, 95, 103, 109, 123

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
		language)—p. xxvii; Chapter 3 Comparing Texts from Different Literary Time Periods Preview Concepts/Chapter Goals/Making Connections—pp. 45–46 ▪ “The Love Song of J. Alfred Prufrock” by T. S. Eliot (excerpt/poetry) ▪ “Song of Myself” by Walt Whitman (excerpt/poetry) Introduction: Preview Academic Vocabulary (figurative language)—pp. 45–46; Second Read: Interpreting Allusions—pp. 54–56; Third Read: Comparing and Contrasting Poems (figurative language)—p. 59		
<u>LAFS.910.L.3.6:</u>	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 14 Evaluating Arguments Through Purpose and Rhetoric First Read: Understanding Technical Language—pp. 285–291; Chapter 15 Evaluating Arguments Through Structure First Read: Understanding Terms—pp. 307–312; Chapter Introduction Preview Academic Vocabulary—pp. 8, 27, 45, 68, 86, 120, 122, 139, 163, 182, 184, 200, 202, 236, 252, 266, 283, 305, 338, 359, 375, 397, 420; Unit 4 Writing a Division and Classification Paper—pp. 446	SE: 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	SE: 13, 17, 41, 49, 65, 73, 77, 89, 93, 105, 121, 133, 145, 153
<u>LAFS.910.RI.1.1:</u>	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 Organize Ideas (paraphrase or direct quotation)—pp. 329, 450 Writing Paragraphs with Textual Evidence (paraphrase or direct quotation)—p. 330; 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: 489 TE: 26, 55	SE: 7, 11, 71, 91, 99, 113, 119, 131, 147, 155, 159 TE: 12, 16, 40, 48, 64, 72, 76, 88, 92, 104, 120, 132, 144, 152
<u>LAFS.910.RI.1.2:</u>	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 2 Understanding Literary Devices in Nonfiction Preview Concepts/Chapter Goals/Making Connections—pp. 26–27 ▪ Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity by Katherine Boo (excerpt/journalistic nonfiction) First Read: Identifying Main Ideas—pp. 29–32; 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; Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp.	SE: 101, 102, 103, 104, 489 TE: 26, 55	SE: 72, 75, 88, 91, 104, 116, 120

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
		252–253 ▪ The Merchant of Venice by William Shakespeare (excerpt/play) ▪ “Justice” by Paul Laurence Dunbar (excerpt/poem) ▪ “Shakespeare” by Vachel Lindsay (excerpt/poem) First Read: Identifying Key Ideas—pp. 254–257; Chapter 13 Evaluating Arguments Through Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 266–267 ▪ “Three Strikes and You’re Out” by Mike Reynolds (excerpt/biography) ▪ David and Goliath: Underdogs, Misfits, and the Art of Battling Giants by Malcolm Gladwell (excerpt/informational) First Read: Identifying Main Ideas—pp. 268–272		
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.	Chapter 5 Recognizing Structure in Literature Preview Concepts/Chapter Goals/Making Connections—pp. 86–87; The Glass Castle by Jeannette Wells (excerpt/memoir) Third Read: Recognizing How Structure Influences Meaning—pp. 97–99; Chapter 10 Understanding Style Preview Concepts/Chapter Goals/Making Connections—pp. 200–201; Giving up the Ghost by Hilary Mantel (excerpt/memoir) “Tell Me I’m Fat” by Elna Baker (excerpt/memoir) Third Read: Comparing Authors’ Styles (text features)—pp. 209–215	SE: 174, 175, 478, 479, 480	SE: 12, 40, 64, 92, 132 TE: 16, 48, 64, 72, 76, 88, 104, 120, 144, 152, 156
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).	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; Chapter 8 Appreciating Language and Meaning Preview Concepts/Chapter Goals/Making Connections—pp. 163–164; “For Brown-Skin Girls” by Sharon Harvey Rosenberg (excerpt/poetry) “Pretty” by Katie Makkai (excerpt/poetry) First Read: Interpreting Language and Tone—pp. 165–168; Second Read: Recognizing a Shift in Tone—pp. 169–170; Third Read: Analyzing Poetic Elements—pp. 171–175; Chapter 1 Analyzing the Effects of Plot and Imagery Third Read: Considering Imagery—pp. 17–19; Chapter 3 Comparing Texts from Different Literary Time Periods Preview Academic Vocabulary (connotation/figurative language)—pp. 45–46; Chapter 14 Evaluating Arguments Through Purpose and Rhetoric First Read: Understanding Technical Language—pp. 285–291	SE: 29, 126, 155, 488, 495, 519, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514	SE: 12, 40, 64, 92, 132 TE: 16, 48, 64, 72, 76, 88, 104, 120, 144, 152, 156
LAFS.910.RI.2.5:	Analyze in detail how an author’s ideas or claims are developed and refined by	Chapter 5 Recognizing Structure in Literature Preview Concepts/Chapter Goals/Making Connections—pp. 86–87; The Glass Castle by Jeannette Wells (excerpt/memoir) Third Read: Recognizing How Structure Influences	SE: 174, 175, 478, 479, 480, 101, 102, 103, 104, 126, 127	Classic Roots and Affixes exercises

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Meaning—pp. 97–99; Chapter 10 Understanding Style Preview Concepts/Chapter Goals/Making Connections—pp. 200–201; Giving up the Ghost by Hilary Mantel (excerpt/memoir) “Tell Me I’m Fat” by Elna Baker (excerpt/memoir) Third Read: Comparing Authors’ Styles (text features)—pp. 209–215; Chapter 15 Evaluating Arguments Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 305–306; Supreme Court Ruling on Miller v. Alabama (2012) by Hailey Black (excerpt/Supreme Court decision) First Read: Understanding Terms—pp. 307–312; Second Read: Analyzing the Structure of a Court Ruling—pp. 313–315; Chapter 10 Understanding Style Preview Concepts/Chapter Goals/Making Connections—pp. 200–201; Giving up the Ghost by Hilary Mantel (excerpt/memoir) “Tell Me I’m Fat” by Elna Baker (excerpt/memoir) First Read: Identifying the Author’s Point of View—pp. 202–207; Second Read: Analyzing an Author’s Style—pp. 207–208; Third Read: Comparing Authors’ Styles—pp. 209–215		in every unit-level word study SE: 79, 81, 95, 103, 109, 123
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 13 Evaluating Arguments Through Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 266–267; “Three Strikes and You’re Out” by Mike Reynolds (excerpt/biography) David and Goliath: Underdogs, Misfits, and the Art of Battling Giants by Malcolm Gladwell (excerpt/informational) First Read: Identifying Main Ideas—pp. 268–272; Chapter 10 Understanding Style Preview Concepts/Chapter Goals/Making Connections—pp. 200–201 ▪ Giving up the Ghost by Hilary Mantel (excerpt/memoir) “Tell Me I’m Fat” by Elna Baker (excerpt/memoir) First Read: Identifying the Author’s Point of View—pp. 202–207; Chapter 14 Evaluating Arguments Through Purpose and Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 283–284; “The Agony of If” by Roy Burgess Jr (excerpt/poetry) “Abandon Hope, All Ye Who Enter Here” by Supreme Court Justice Anthony Kennedy (excerpt/speech) First Read: Understanding Technical Language—pp. 285–291; Second Read: Analyzing Purpose and Rhetoric—pp. 292–295; Third Read: Evaluating an Argument—pp. 296–297	SE: 28, 100, 101, 102, 103, 104, 179, 489 TE: 26, 55	SE: 16, 48, 64, 72, 76, 88, 104, 120, 144, 152, 156
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			

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	which details are emphasized in each account.			
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 4 Evaluating Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 68–69 ▪ The Glass Cage: Automation and Us by Nicholas Carr (excerpt/nonfiction) “Is Technology Stealing Our (Self) Identities?” by Jim Taylor (article) First Read: Identifying Claims—pp. 70–73; Second Read: Tracing an Argument—pp. 73–76; Third Read: Evaluating Reasoning—pp. 77–79; Chapter 9 Understanding Data, Details, and the Argument Preview Concepts/Chapter Goals/Making Connections—pp. 181–182; “The Disproportionate Risks of Driving While Black” by Sharon LaFraniere and Andrew W. Lehren (excerpt/article) First Read: Analyzing the Use of Anecdotes—pp. 183–188; Second Read: Evaluating Claims and Evidence—pp. 188–189; Third Read: Multimodal and Digital Texts—pp. 190–192; Chapter 13 Evaluating Arguments Through Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 266–267; “Three Strikes and You’re Out” by Mike Reynolds (excerpt/biography) ▪ David and Goliath: Underdogs, Misfits, and the Art of Battling Giants by Malcolm Gladwell (excerpt/informational) First Read: Identifying Main Ideas—pp. 268–272; Second Read: Analyzing Assumptions—pp. 273–275; Third Read: Evaluating Arguments—pp. 275–277; Chapter 14 Evaluating Arguments Through Purpose and Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 283–284; “The Agony of If” by Roy Burgess Jr (excerpt/poetry) “Abandon Hope, All Ye Who Enter Here” by Supreme Court Justice Anthony Kennedy (excerpt/speech First Read: Understanding Technical Language—pp. 285–291; Second Read: Analyzing Purpose and Rhetoric—pp. 292–295; Third Read: Evaluating an Argument—pp. 296–297; Chapter 15 Evaluating Arguments Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 305–306; Supreme Court Ruling on Miller v. Alabama (2012) by Hailey Black (excerpt/Supreme Court decision) First Read: Understanding Terms—pp. 307–312; “Second Read: Analyzing the Structure of a Court Ruling—pp. 313–315” Third Read: Analyzing Argument—pp. 316–318	SE: 28, 100, 101, 102, 103, 104, 126, 127, 147, 489 TE: 26, 55	

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
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 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)	SE: 28, 100, 101, 102, 103, 104, 126, 127, 179	
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. 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.	SB/TWE: Chapters 2, 4, 5, 6, 8, 10, 13, 17, 19	SE: 28, 100, 101, 102, 103, 104, 179	
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.	The Writing Process Organize Ideas (paraphrase or direct quotation)—pp. 329, 450; Writing Paragraphs with Textual Evidence (paraphrase or direct quotation)—p. 330; 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: 72, 75, 88, 91, 104, 120
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 1 Analyzing the Effects of Plot and Imagery Preview Concepts/Chapter Goals/Making Connections—pp. 8–9; The Orphan Master’s Son by Adam Johnson (excerpt/fiction) First Read: Determining Theme—pp. 10–15; Chapter 3 Comparing Texts from Different Literary Time Periods Preview Concepts/Chapter Goals/Making Connections—pp. 45–46; “The Love Song of J. Alfred Prufrock” by T. S. Eliot (excerpt/poetry) “Song of Myself” by Walt Whitman (excerpt/poetry) First Read: Determining Themes—pp. 47–54; Chapter 7 Exploring Characterization and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 139–140 ▪ Frankenstein by Mary Shelley (excerpt/fiction) Second Read: Determining Theme—pp. 149–	SE: 167, 168, 169, 170, 222, 223 TE: 54, 205, 253	SE: 85

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
		151; Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253; The Merchant of Venice by William Shakespeare (excerpt/play) “Justice” by Paul Laurence Dunbar (excerpt/poem) “Shakespeare” by Vachel Lindsay (excerpt/poem) First Read: Identifying Key Ideas—pp. 254–257; Second Read: Analyzing Author’s Word Choice—pp. 257–258; Third Read: Comparing Treatments of Themes—pp. 258–260; Chapter 16 Identifying Theme Through Character Development Preview Concepts/Chapter Goals/Making Connections—pp. 338–339; The Night Thoreau Spent in Jail by Jerome Lawrence and Robert E. Lee (excerpt/play) Walden by Henry David Thoreau (excerpt/memoir) Chapter 18 Analyzing Economic Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 375–376; Looking Backward by Edward Bellamy (excerpt/novel) “Statement to the Court” by Eugene Victor Debs (excerpt/speech) Socialism (encyclopedia article) Third Read: Connecting Themes—pp. 387–390		
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.	Chapter 20 Analyzing Complex Plot Structures Preview Concepts/Chapter Goals/Making Connections—pp. 420–421; The Book of Unknown Americans by Cristina Henriquez (excerpt/novel) Chapter 5 Recognizing Structure in Literature Preview Concepts/Chapter Goals/Making Connections—pp. 86–87; The Glass Castle by Jeannette Wells (excerpt/memoir) First Read: Analyzing the Portrayal of Characters—pp. 88–91; Second Read: Analyzing Characters’ Moral Dilemmas—pp. 432–434; Chapter 7 Exploring Characterization and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 139–140; Frankenstein by Mary Shelley (excerpt/fiction) First Read: Characterization and Conflict—pp. 141–149; Chapter 16 Identifying Theme Through Character Development Preview Concepts/Chapter Goals/Making Connections—pp. 338–339; The Night Thoreau Spent in Jail by Jerome Lawrence and Robert E. Lee (excerpt/play) Walden by Henry David Thoreau (excerpt/memoir)	SE: 167, 168, 169, 170 TE: 34-36	SE: 4, 8, 20, 23, 32, 44, 60, 68, 100, 116, 124, 128, 148, 160
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	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; Chapter 8 Appreciating Language and Meaning Preview	SE: 29, 126, 155, 488, 495, 519, 503, 504, 505, 506, 507,	Classic Roots and Affixes exercises in every unit-level word study

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	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).	Concepts/Chapter Goals/Making Connections—pp. 163–164; “For Brown-Skin Girls” by Sharon Harvey Rosenberg (excerpt/poetry) “Pretty” by Katie Makkai (excerpt/poetry) First Read: Interpreting Language and Tone—pp. 165–168; Second Read: Recognizing a Shift in Tone—pp. 169–170; Third Read: Analyzing Poetic Elements—pp. 171–175; Chapter 1 Analyzing the Effects of Plot and Imagery Third Read: Considering Imagery—pp. 17–19; Chapter 3 Comparing Texts from Different Literary Time Periods Preview Academic Vocabulary (connotation/figurative language)—pp. 45–46;	508, 509, 510, 511, 512, 513, 514	SE: 79, 81, 95, 103, 109, 123 TE: 7, 11, 23, 35, 47, 63, 71, 103, 119, 127, 131, 151, 163
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 Recognizing Structure in Literature Preview Concepts/Chapter Goals/Making Connections—pp. 86–87; The Glass Castle by Jeannette Wells (excerpt/memoir) Second Read: Examining Point of View—pp. 91–97; Chapter 1 Analyzing the Effects of Plot and Imagery Preview Concepts/Chapter Goals/Making Connections—pp. 8–9; The Orphan Master’s Son by Adam Johnson (excerpt/fiction) Second Read: Analyzing Narrative Structure (summarize)—pp. 16–17	SE: 28, 100, 101, 102, 103, 104, 179	SE: 7, 11, 23, 35, 47, 63, 71, 103, 119, 127, 131, 151, 163
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 2 Understanding Literary Devices in Nonfiction Preview Concepts/Chapter Goals/Making Connections—pp. 26–27; Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity by Katherine Boo (excerpt/journalistic nonfiction) First Read: Identifying Main Ideas—pp. 29–32	TE: 34-36	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
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 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253; The Merchant of Venice by William Shakespeare (excerpt/play) “Justice” by Paul Laurence Dunbar (excerpt/poem) “Shakespeare” by Vachel Lindsay (excerpt/poem) First Read: Identifying Key Ideas—pp. 254–257; Second Read: Analyzing Author’s Word Choice—pp. 257–258; Third Read: Comparing Treatments of Themes—pp. 258–260; Chapter 8 Appreciating Language and Meaning Preview Concepts/Chapter Goals/Making Connections—pp. 163–164; “For Brown-Skin Girls” by Sharon Harvey Rosenberg (excerpt/poetry) “Pretty” by Katie		

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing &</u> <u>Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
		Makkai (excerpt/poetry) First Read: Interpreting Language and Tone—pp. 165–168; Second Read: Recognizing a Shift in Tone—pp. 169–170; Third Read: Analyzing Poetic Elements—pp. 171–175		
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 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253; The Merchant of Venice by William Shakespeare (excerpt/play) “Justice” by Paul Laurence Dunbar (excerpt/poem) “Shakespeare” by Vachel Lindsay (excerpt/poem) First Read: Identifying Key Ideas—pp. 254–257; Second Read: Analyzing Author’s Word Choice—pp. 257–258; Third Read: Comparing Treatments of Themes—pp. 258–260		
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.		SE: 154, 163, 164, 165, 166, 167, 168, 169, 170	
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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a	Tech-Connect Online search, collaboration, and publication—pp. 16, 33, 89, 127, 149, 167, 187, 191, 206, 273, 292, 352, 383, 413, 432, 246, 364, 279, 290, 311, 347, 404; Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 19, 34, 35, 37, 60, 73, 91, 97, 129, 131, 151, 154, 170, 175, 188, 192, 208, 215, 245, 257, 260, 275, 295, 297, 318, 347, 350, 352, 354, 366, 369, 384, 386, 390, 404, 413, 431, 434, 439; Project-Based Assessments Digital Presentation, pp. 21–22, 135–136; Fishbowl Discussion (Discussion Rules), pp. 40–41; Pictorial Presentation, pp. 156–157; Roundtable Discussion, pp. 300–302, 415–416	SE: 233, 248, 520, 521, 522, 523, 524	SE: 4, 8, 36, 40, 44, 48, 60, 64, 68, 72, 76, 88, 92, 96, 100, 104, 116, 120, 124, 128, 132, 144, 148, 156, 160

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	thoughtful, well-reasoned exchange of ideas. 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. 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. 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.			
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.	On Your Own Integrating Ideas (research)—pp. 23, 42, 64, 83, 102, 136, 159, 179, 196, 219, 250, 264, 281, 302, 322, 357, 373, 395, 417, 443; Project-Based Assessments Digital Presentation (research), p. 21; Roundtable Discussion (gather information), p. 300; Editorial (research), p. 372; 7, 15, 151, 151, 176, 215, 275, 279, 392	SE: 233, 248, 533, 212, 213, 214, 215, 216	SE: 4, 8, 36, 40, 44, 48, 60, 64, 68, 72, 76, 88, 92, 96, 100, 104, 116, 120, 124, 128, 132, 144, 148, 156, 160
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 19, 34, 35, 37, 60, 73, 91, 97, 129, 131, 151, 154, 170,		

Course: Intensive Reading (#1000410)

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

Name	Description	Connections: ELA Grade 12 Student Edition-SE Teacher Wraparound Edition-TWE	Connections: Writing & Language Grade 12 Student Ed-SE Teacher Ed-TE	Vocabu-Lit Grade 12 -Level L Student Ed-SE Teacher Ed-TE
	identifying any fallacious reasoning or exaggerated or distorted evidence.	175, 188, 192, 208, 215, 245, 257, 260, 275, 295, 297, 318, 347, 350, 352, 354, 366, 369, 384, 386, 390, 404, 413, 431, 434, 439; Revising and Editing (with feedback) Revision—pp. 110, 226, 330, 451; First Peer Review (Steps for Peer Review)—pp. 110–111, 227, 330, 451; Second Peer Review/Self Review—pp. 111, 227–228; Second Review (Teacher/Parent)—pp. 330, 451–452; Final Peer Review—pp. 111, 228, 332, 453		
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 style are appropriate to purpose, audience, and task.	SB/TWE: 19, 41, 73, 110, 112, 156, 194, 195, 245, 279, 350, 369, 392, 415; Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 19, 34, 35, 37, 60, 73, 91, 97, 129, 131, 151, 154, 170, 175, 188, 192, 208, 215, 245, 257, 260, 275, 295, 297, 318, 347, 350, 352, 354, 366, 369, 384, 386, 390, 404, 413, 431, 434, 439; Revising and Editing (with feedback) Revision—pp. 110, 226, 330, 451; First Peer Review (Steps for Peer Review)—pp. 110–111, 227, 330, 451; Second Peer Review/Self Review—pp. 111, 227–228; Project-Based Assessments Argumentative Essay, pp. 82–83; Develop a Questionnaire, pp. 134–135; Lincoln-Douglas Debate, pp. 279–281; Editorial, pp. 372–373; Digital Presentation, pp. 21–22, 135–136; Fishbowl Discussion (Discussion Rules), pp. 40–41; Pictorial Presentation, pp. 156–157; Roundtable Discussion, pp. 300–302, 415–416	SE: 520, 521, 522, 523, 524	SE: 4, 8, 36, 40, 44, 48, 60, 64, 68, 72, 76, 88, 92, 96, 100, 104, 116, 120, 124, 128, 132, 144, 148, 156, 160
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 Digital Presentation, pp. 21–22, 135–136; Pictorial Presentation, pp. 156–157;	SE: 233, 248, 533 TE: 11	
LAFS.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Speak and Listen Oral communications (partner, small group, class discussions)— pp. 15, 19, 34, 35, 37, 60, 73, 91, 97, 129, 131, 151, 154, 170, 175, 188, 192, 208, 215, 245, 257, 260, 275, 295, 297, 318, 347, 350, 352, 354, 366, 369, 384, 386, 390, 404, 413, 431, 434, 439; Project-Based Assessments Digital Presentation, pp. 21–22, 135–136; Fishbowl Discussion (Discussion Rules), pp. 40–41; Pictorial Presentation, pp. 156–157; Roundtable Discussion, pp. 300–302, 415–416	SE: 503, 504, 505, 506, 507, 508, 509	SE: 13, 17, 41, 49, 65, 73, 77, 89, 93, 105, 121, 133, 145, 153
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question	Research to Support an Opinion, p. 321; Practice Performance Task Argumentative Essay—pp. 333–336; Rhetorical Analysis—pp. 454–458;	SE: 212, 213, 214, 215, 216	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47,

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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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	(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.	Practice Performance Task Practice Performance Task: Essential Question Essay—pp. 113–118; Practice Performance Task: Essential Question Essay—pp. 229–234		51, 69, 67, 71, 75, 79, 91, 95, 99, 103, 107, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> 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]”). 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 Understanding Data, Details, and the Argument Preview Concepts/Chapter Goals/Making Connections—pp. 181–182; “The Disproportionate Risks of Driving While Black” by Sharon LaFraniere and Andrew W. Lehren (excerpt/article) Third Read: Multimodal and Digital Texts (graph)—pp. 190–192; Unit 2 Writing Writing a Definition Essay—pp. 222–228; Practice Performance Task: Essential Question Essay—pp. 229–234; Chapter 11 Understanding Setting and Conflict Third Read: Analyzing Author’s Craft (sensory language)—pp. 246–247; Literary Analysis (research)—p. 262; Chapter 14 Evaluating Arguments Through Purpose and Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 283–284; “The Agony of If” by Roy Burgess Jr (excerpt/poetry) “Abandon Hope, All Ye Who Enter Here” by Supreme Court Justice Anthony Kennedy (excerpt/speech) Third Read: Evaluating an Argument—pp. 296–297; Chapter 15 Evaluating Arguments Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 305–306 ▪ Supreme Court Ruling on Miller v. Alabama (2012) by Hailey Black (excerpt/Supreme Court decision) “Second Read: Analyzing the Structure of a Court Ruling—pp. 313–315” Chapter 18 Analyzing Economic Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 375–376; Looking Backward by Edward Bellamy (excerpt/novel) “Statement to the Court” by Eugene Victor Debs (excerpt/speech) Socialism (encyclopedia article) Third Read: Connecting Themes—pp. 387–390; Rhetorical Analysis—pp. 454–458	SE: 94-118, 129-134	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 69, 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	First Response writing exercises within each chapter; Write Activities within each chapter; Project-Based Assessments; Writing Chapters; Practice Performance Tasks	SE: 69, 88, 115, 187, 244, 72-91, 94-118, 129-134	SE: 7, 11, 15, 19, 23, 35, 39, 43, 47, 51, 69, 67, 71, 75, 79, 91, 95, 99,

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 12</u> Student Edition-SE Teacher Wraparound Edition-TWE	<u>Connections:</u> <u>Writing & Language</u> <u>Grade 12</u> Student Ed-SE Teacher Ed-TE	<u>Vocabu-Lit</u> <u>Grade 12</u> <u>-Level L</u> Student Ed-SE Teacher Ed-TE
	day or two) for a range of tasks, purposes, and audiences.			103, 107, 113, 119, 123, 127, 131, 135, 147, 151, 155, 159, 163
<u>ELD.K12.ELL.L</u> <u>A.1:</u>	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.	ELL support provided in each TE chapter.	
<u>ELD.K12.ELL.SI</u> <u>.1:</u>	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.	