

Literature and Thought
Family Matters

Correlation to the Common Core State Standards for English Language Arts Grades 11 and 12

SB = Student Book
TG = Teacher Guide

English Language Arts Standards » Reading: Literature » Grades 11 and 12

Key Ideas and Details

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.

SB: 15-23; 24; 44; 47-54; 55-56; 57-60; 67-75; 76; 79-83-; 84-85; 91-1-1; 1-2-104; 105-109; 110; 113-116; 117-125; 125-128; 133-140; 141
TG: 13; 14; 16; 17; 23; 24; 25; 28; 29; 35; 36; 38; 39; 40; 41; 48; 49; 50; 51; 52

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

SB: 3-5; 9-11

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

SB: 12: 15-23; 67-74; 117-125
TG: 12; 13; 19; 22; 28; 31; 34; 43; 47; 49; 53

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).

SB: 15-23; 24; 44; 47-54; 55-56; 57-60; 67-75; 76; 79-83-; 84-85; 91-1-1; 1-2-104; 105-109; 110; 113-116; 117-125; 125-128; 133-140; 141
TG: 13; 14; 16; 17; 23; 24; 25; 28; 29; 35; 36; 38; 39; 40; 41; 48; 49; 50; 51; 52

Range of Reading and Level of Text Complexity

10. 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.

SB: 15-23; 24; 44; 47-54; 55-56; 57-60; 67-75; 76; 79-83-; 84-85; 91-1-1; 1-2-104; 105-109; 110; 113-116; 117-125; 125-128; 133-140; 141
TG: 10-11; 13; 14; 16; 17; 20-21; 23; 24; 25; 28; 29; 32-33; 35; 36; 38; 39; 40; 41; 44-45; 48; 49; 50; 51; 52

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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: 15-23; 24; 44; 47-54; 55-56; 57-60; 67-75; 76; 79-83; 84-85; 91-1-1; 1-2-104; 105-109; 110; 113-116; 117-125; 125-128; 133-140; 141
TG: 13; 14; 16; 17; 23; 24; 25; 28; 29; 35; 36; 38; 39; 40; 41; 48; 49; 50; 51; 52

English Language Arts Standards » Reading: Informational Text » Grade 11-12

Key Ideas and Details

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.

SB: 35-43; 44; 61-63; 64-66; 76; 86-90; 110
TG: 15; 17; 26; 27; 29; 37; 41

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.

SB: 35-43; 44; 61-63; 64-66; 76; 86-90; 110
TG: 15; 17; 26; 27; 29; 37; 41

Craft and Structure

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).

SB: 12: 15-23; 67-74; 117-125
TG: 12; 13; 19; 22; 28; 31; 34; 43; 47; 49; 53

Range of Reading and Level of Text Complexity

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SB: 35-43; 44; 61-63; 64-66; 76; 86-90; 110
TG: 10-11; 15; 17; 20-21; 26; 27; 29; 32-33; 37; 41; 44-45

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: 35-43; 44; 61-63; 64-66; 76; 86-90; 110
TG: 15; 17; 26; 27; 29; 37; 41

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SB: 44; 76; 110
TG: 18; 30; 42; 56

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SB: 44; 76; 110
TG: 18; 30; 42; 56

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b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	SB: 44; 76; 110 TG: 18; 30; 42; 56
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	SB: 44; 76; 110 TG: 18; 30; 42; 56
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SB: 44; 76; 110 TG: 18; 30; 42; 56
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SB: 44; 76; 110 TG: 18; 30; 42; 56
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SB: 113-115 TG: 48
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SB: 113-115 TG: 48
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SB: 113-115 TG: 48
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	SB: 113-115 TG: 48
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SB: 113-115 TG: 48
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SB: 44; 76; 110 TG: 18; 30; 42; 56
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SB: 44; 76; 110 TG: 18; 30; 42; 56
Research to Build and Present Knowledge	
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.	TG: 54-56

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8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

TG: 54-56

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

TG: 54-56

English Language Arts Standards » History/Social Studies » Grades 11-12

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

SB: 35-43; 44; 61-63; 64-66; 76;
86-90; 110
TG: 15; 17; 26; 27; 29; 37; 41

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

SB: 35-43; 44; 61-63; 64-66; 76;
86-90; 110
TG: 15; 17; 26; 27; 29; 37; 41

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

SB: 12

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

SB: 35-43; 44; 61-63; 64-66; 76;
86-90; 110
TG: 15; 17; 26; 27; 29; 37; 41

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

TG: 54-56

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

SB: 35-43; 44; 61-63; 64-66; 76;
86-90; 110
TG: 15; 17; 26; 27; 29; 37; 41

English Language Arts Standards » Writing » Grades 11-12

Text Types and Purposes

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

SB: 44; 76; 110
TG: 18; 30; 42; 56

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SB: 44; 76; 110
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b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

SB: 44; 76; 110
TG: 18; 30; 42; 56

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

SB: 44; 76; 110
TG: 18; 30; 42; 56

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

SB: 44; 76; 110
TG: 18; 30; 42; 56

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SB: 44; 76; 110
TG: 18; 30; 42; 56

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SB: 44; 76; 110
TG: 18; 30; 42; 56

Research to Build and Present Knowledge

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.

TG: 54-56

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

TG: 54-56