


Teacher Wraparound Edition  
Grade 11

# *Writing* with **POWER**



**Language**

**Composition**

**21st Century Skills**

# Common Core State Standards Correlation

As a writing and language program, *Writing with Power* addresses all the standards in the Writing and Language strands of the Common Core State Standards. It is especially strong in its coverage of **argumentative writing**, a key skill for college and career readiness. The treatment of argument in *Writing with Power* adheres to the principles of teaching argument put forward by Peter Smagorinsky, Senior Consultant, along with Larry R. Johannessen, Elizabeth A. Kahn, and Thomas M. McCann, in *The Dynamics of Writing Instruction: A Structured Process Approach for Middle and High School* (Heinemann, 2010). They write:

Argument is an element in various kinds of writing: reports, exposition, persuasion, analysis, thesis papers, and so forth. Influenced by Toulmin . . . , we define argument as thinking presented by way of a claim, grounds (i.e., data, examples, or evidence), warrants, backing, rebuttal, and response. In order to produce mature arguments, a writer needs to be able to think clearly and write logically according to the social conventions for persuading others of an opinion. Even so, students as young as fourth graders have knowledge that can inform their efforts to make argumentative points. . . .

*Writing with Power* is the only major program to approach argument in this way and with terminology that reflects both Stephen Toulmin’s model (*The Uses of Argument*, 1958) and the vocabulary of the Common Core Standards. Students are instructed in building logical, well-developed arguments not only when doing persuasive writing but also when writing about literature or composing research reports. No other program provides coverage of the development of logical arguments in as much depth.

Because it is a project-based program, and each writing project includes a reading selection as a mentor text and/or a springboard for content creation, *Writing with Power* also addresses standards in the Literature and Informational Writing strands. Further, since the projects are all collaborative, the Speaking and Listening strands are also addressed as students work together, from start to finish, on a writing project that grows out of 1) a common reading, 2) abundant speaking and listening with partners, small groups, and the whole class, and 3) both free and focused writing.

Both the reading selections that are part of each writing project and the writing projects themselves enable students to work at a level of rigor in alignment with the Common Core Standards. The **rigor** of each lesson was assured by

- profession-leading experts with their own teaching and curriculum experience who were part of the reading selection process and who designed the writing activities. Senior consultant Peter Smagorinsky, for example, was a classroom teacher for fifteen years before moving into teacher education at the University of Georgia. Constance Weaver has been a leader in literacy education for thirty years.
- a panel of teacher-reviewers with broad experience in leading students past the comfortable and into the challenging
- evaluation of the complexity of each mentor text qualitatively, quantitatively, and in consideration of how it would be used in relation to the writing task accompanying it
- consideration of the range of student writing activities included across the program to guarantee breadth and variety

*Writing with Power* strongly supports the Common Core Standards with its emphasis on **argumentative writing** and the elements of arguments—claims, evidence, and warrants; with its unique two-chapter coverage of the **research process and research strategies**; and with its commitment to the **rigor** called for in each grade level’s Common Core Standards. Further, *Writing with Power* sets the standard for comprehensive coverage of **language conventions** and vocabulary acquisition and use.



ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12)

WRITING

Text Types and Purposes

<p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Student Edition (SE):</b> 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459  <b>Teacher Wraparound Edition (TWE):</b> 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459</p>
<p>(a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p><b>SE:</b> 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459  <b>TWE:</b> 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459</p>
<p>(b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>	<p><b>SE:</b> 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459  <b>TWE:</b> 241, 253, 255, 257–258, 290, 301, 316, 402, 406–407, 409, 412–433, 459</p>
<p>(c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p><b>SE:</b> 25, 59–60, 236, 241, 243, 250, 253–254, 293, 307, 351, 376, 700–704  <b>TWE:</b> 25, 59–60, 236, 241, 243, 250, 253–254, 293, 307, 351, 376, 700–704</p>
<p>(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><b>SE:</b> 8–10, 46–47, 58, 309, 315–316, 860–861  <b>TWE:</b> 8–10, 46–47, 58, 309, 315–316, 860–861</p>
<p>(e) Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>SE:</b> 287, 289, 291, 293, 308, 316  <b>TWE:</b> 287, 289, 291, 293, 308, 316</p>
<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>SE:</b> 5, 25–26, 47, 52, 75, 77, 92, 151, 168, 177, 180, 241, 244–248, 253, 255, 257–258, 260, 316, 359–360, 369  <b>TWE:</b> 5, 25–26, 47, 52, 75, 77, 92, 151, 168, 177, 180, 241, 244–248, 253, 255, 257–258, 260, 316, 359–360, 369</p>
<p>(a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p><b>SE:</b> 235, 241, 244–248, 251–253, 255, 257–258, 260  <b>TWE:</b> 235, 241, 244–248, 251–253, 255, 257–258, 260</p>
<p>(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p><b>SE:</b> 235, 241, 244–248, 251–253, 255, 257–258, 260, 390–391, 395–396, 399–400, 402, 404, 406–407, 409, 412–433, 459  <b>TWE:</b> 235, 241, 244–248, 251–253, 255, 257–258, 260, 390–391, 395–396, 399–400, 402, 404, 406–407, 409, 412–433, 459</p>
<p>(c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p><b>SE:</b> 37, 79, 129, 137–153, 165–181, 194–211, 236, 253–254, 406–408  <b>TWE:</b> 37, 79, 129, 137–153, 165–181, 194–211, 236, 253–254, 406–408</p>
<p>(d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p><b>SE:</b> 9–11, 25–26, 92, 168, 177, 180, 258, 360  <b>TWE:</b> 9–11, 25–26, 92, 168, 177, 180, 258, 360</p>
<p>(e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><b>SE:</b> 8–10, 25, 45–47, 52, 57, 75, 151, 168, 177, 258, 316, 360, 369, 490, 875  <b>TWE:</b> 8–10, 25, 45–47, 52, 57, 75, 151, 168, 177, 258, 316, 360, 369, 490, 875</p>

## ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12)

(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).	<b>SE:</b> 237, 256, 258, 449, 451, 460 <b>TWE:</b> 237, 256, 258, 449, 451, 460
<b>W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<b>SE:</b> 184, 194–195, 197–199, 200–201, 203, 205–208, 210 <b>TWE:</b> 184, 194–195, 197–199, 200–201, 203, 205–208, 210
(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.	<b>SE:</b> 184, 194–195, 197–201, 203, 205–208, 210 <b>TWE:</b> 184, 194–195, 197–201, 203, 205–208, 210
(b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<b>SE:</b> 184, 194–195, 197–203, 205–208, 210 <b>TWE:</b> 184, 194–195, 197–203, 205–208, 210
(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).	<b>SE:</b> 184, 194–195, 197, 198–203, 205–208, 210 <b>TWE:</b> 184, 194–195, 197, 198–203, 205–208, 210
(d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<b>SE:</b> 184, 194–195, 197–203, 205–208, 210 <b>TWE:</b> 184, 194–195, 197–203, 205–208, 210
(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>SE:</b> 135, 138, 149, 151, 205, 208 <b>TWE:</b> 135, 138, 149, 151, 205, 208
<b>Production and Distribution of Writing</b>	
<b>W.4</b> 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.)	<b>SE:</b> 14–17, 19–23, 37, 44, 79, 129, 137–153, 165–181, 194–211 <b>TWE:</b> 14–17, 19–23, 37, 44, 79, 129, 137–153, 165–181, 194–211
<b>W.5</b> 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.	<b>SE:</b> 5, 25–26, 47, 52, 75, 77, 92, 151, 168, 177, 180, 258, 316, 359, 360, 369 <b>TWE:</b> 5, 25–26, 47, 52, 75, 77, 92, 151, 168, 177, 180, 258, 316, 359, 360, 369
<b>W.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<b>SE:</b> 78, 261–262, 319, 342, 363, 388, 463, 591–615 <b>TWE:</b> 78, 261–262, 319, 342, 363, 388, 463, 591–615
<b>Research to Build and Present Knowledge</b>	
<b>W.7</b> 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.	<b>SE:</b> 390–391, 395–396, 399–402, 404, 406–407, 409, 412–433, 459 <b>TWE:</b> 390–391, 395–396, 399–402, 404, 406–407, 409, 412–433, 459
<b>W.8</b> 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.	<b>SE:</b> 406–408, 435–439, 443–445, 447–449, 451–454, 460 <b>TWE:</b> 406–408, 435–439, 443–445, 447–449, 451–454, 460

## ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12)

<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SE:</b> 344–345, 352–353, 356, 406–408, 435–439, 443–445, 447–449, 451–454, 460</p> <p><b>TWE:</b> 344–345, 352–353, 356, 406–408, 435–439, 443–445, 447–449, 451–454, 460</p>
<p>(a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p><b>SE:</b> 184–192 (Reading Standards 1, 5, 6), 332–363 (Reading Standards 1–6)</p> <p><b>TWE:</b> 184–192 (Reading Standards 1, 5, 6), 332–363 (Reading Standards 1–6)</p>
<p>(b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p><b>SE:</b> 38–44 (Reading Standards 1, 3, 4, 5, 6), 133–136 (Reading Standards 3 and 6), 158–164 (Reading Standards 4, 5, 6), 234–238 (Reading Standard 5), 282–293 (Reading Standard 6), 290–293 (Reading Standards 5 and 6), 390–408 (Reading Standards 5, 7), 434–458 (Reading Standards 1, 5, 7)</p> <p><b>TWE:</b> 38–44 (Reading Standards 1, 3, 4, 5, 6), 133–136 (Reading Standards 3 and 6), 158–164 (Reading Standards 4, 5, 6), 234–238 (Reading Standard 5), 282–293 (Reading Standard 6), 290–293 (Reading Standards 5 and 6), 390–408 (Reading Standards 5, 7), 434–458 (Reading Standards 1, 5, 7)</p>

### Range of Writing

<p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>SE:</b> 21–23, 37, 79, 129, 137–153, 165–181, 194–211</p> <p><b>TWE:</b> 21–23, 37, 79, 129, 137–153, 165–181, 194–211</p>
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## SPEAKING AND LISTENING

### Comprehension and Collaboration

<p>S.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>SE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613</p> <p><b>TWE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613</p>
<p>(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p><b>SE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613</p> <p><b>TWE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613</p>
<p>(b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p><b>SE:</b> 18, 28, 437, 504, 529, 586–588</p> <p><b>TWE:</b> 18, 28, 437, 504, 529, 586–588</p>
<p>(c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p><b>SE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613</p> <p><b>TWE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613</p>
<p>(d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><b>SE:</b> 18, 28, 437, 504, 529, 586–588</p> <p><b>TWE:</b> 18, 28, 437, 504, 529, 586–588</p>

## ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12)

S.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.	<b>SE:</b> 48, 51, 116, 154, 221, 249, 298, 342, 409, 476, 502–503, 530, 579, 582, 586–588 <b>TWE:</b> 48, 51, 116, 154, 221, 249, 298, 342, 409, 476, 502–503, 530, 579, 582, 586–588
S.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.	<b>SE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613 <b>TWE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613
<b>Presentation of Knowledge and Ideas</b>		
S.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.	<b>SE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–573, 574–578, 581, 586–588, 613 <b>TWE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–573, 574–578, 581, 586–588, 613
S.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.	<b>SE:</b> 48, 51, 116, 154, 221, 249, 298, 342, 409, 476, 502–503, 530, 579, 582, 586–588 <b>TWE:</b> 48, 51, 116, 154, 221, 249, 298, 342, 409, 476, 502–503, 530, 579, 582, 586–588
S.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<b>SE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613 <b>TWE:</b> 18, 28, 401–402, 502–504, 515–528, 539, 541–546, 568–578, 581, 586–588, 613
<b>LANGUAGE</b>		
<b>Conventions of Standard English</b>		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>SE:</b> 6, 8–10, 26, 30–31, 46–47, 50, 125–126, 152, 153, 179–180, 209–210, 259–260, 317–318, 361–362, 384, 461–462, 500, 631, 652, 750, 794, 822, 852, 860–887, 1023–1025 <b>TWE:</b> 6, 8–10, 26, 30–31, 46–47, 50, 125–126, 152, 153, 179–180, 209–210, 259–260, 317–318, 361–362, 384, 461–462, 500, 631, 652, 750, 794, 822, 852, 860–887, 1023–1025
	(a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<b>SE:</b> 860–861, 794, 852 <b>TWE:</b> 860–861, 794, 852
	(b) Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i> ) as needed.	<b>SE:</b> 8–11, 860–861, 794 <b>TWE:</b> 8–11, 860–861, 794
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>SE:</b> 25, 59–60, 224–226, 228–230, 307, 351, 376, 700–704, 723–725, 728–734, 895–908, 916–936, 944–954, 996–1009 <b>TWE:</b> 25, 59–60, 224–226, 228–230, 307, 351, 376, 700–704, 723–725, 728–734, 895–908, 916–936, 944–954, 996–1009
	(a) Observe hyphenation conventions.	<b>SE:</b> 916–936, 944–954 <b>TWE:</b> 916–936, 944–954
	(b) Spell correctly.	<b>SE:</b> 996–1009 <b>TWE:</b> 996–1009

## ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADES 11–12)

### KNOWLEDGE OF LANGUAGE

L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<b>SE:</b> 5, 9–11, 16–17, 25–26, 44, 75, 151, 165, 168, 180, 258, 359, 360 <b>TWE:</b> 5, 9–11, 16–17, 25–26, 44, 75, 151, 165, 168, 180, 258, 359, 360
	(a) Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<b>SE:</b> 5, 9–11, 25–26, 31, 47, 52, 65, 75, 77, 92–93, 145, 151, 168, 175, 177, 180, 202, 250, 258, 307, 316, 351, 359, 360, 369, 376, 440, 1026–1027 <b>TWE:</b> 5, 9–11, 25–26, 31, 47, 52, 65, 75, 77, 92–93, 145, 151, 168, 175, 177, 180, 202, 250, 258, 307, 316, 351, 359, 360, 369, 376, 440, 1026–1027

### VOCABULARY ACQUISITION AND USE

L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	<b>SE:</b> 515–526 <b>TWE:</b> 515–526
	(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>SE:</b> 515–516 <b>TWE:</b> 515–516
	(b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	<b>SE:</b> 517–523 <b>TWE:</b> 517–523
	(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.	<b>SE:</b> 425–426, 512–514, 620, 621, 754, 829 <b>TWE:</b> 425–426, 512–514, 620, 621, 754, 829
	(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).	<b>SE:</b> 515–516 <b>TWE:</b> 515–516
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>SE:</b> 52–55, 168, 258, 346, 357–360, 478 <b>TWE:</b> 52–55, 168, 258, 346, 357–360, 478
	(a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<b>SE:</b> 52–55, 168, 226–227, 231, 258, 334–335, 360 <b>TWE:</b> 52–55, 168, 226–227, 231, 258, 334–335, 360
	(b) Analyze nuances in the meaning of words with similar denotations.	<b>SE:</b> 52, 55, 58, 258, 309 <b>TWE:</b> 52, 55, 58, 258, 309
L.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.	<b>SE:</b> 512–527, 671, 1009 <b>TWE:</b> 512–527, 671, 1009