

## Language and Composition: The Art of Voice

### Correlation to Common Core ELA State Standards

STRAND	BAND	COMMON CORE STANDARD—SKILL	PAGES
Reading Standards for Literature	Key Ideas and Details	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.	SE: 88-90, 105-106, 106-112, 166-170, 196-201, 234-237, 272-275, 360-365, 377-378, 379-389, 390-393, 423-424, 448-460, 619-658 TM: 8, 75-78, 210-220
	Craft and Structure	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.)	SE: 88-90, 105-106, 106-112, 166-170, 196-201, 272-275, 276-281, 377-378, 379-389, 390-393, 423-424, 619-658 TM: 6-7, 9-11, 12, 14-15, 27-28, 50-55, 207-210, 210-220, 239, 244-245
		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.	SE: 88-90, 105-106, 106-112, 166-170, 196-201, 272-275, 360-365, 377-378, 379-389, 390-393, 619-658 TM: 6-7, 8, 9-11, 14-15, 207-210, 210-220
		Analyze a case in which grasping points of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	SE: 88-90, 106-112, 234-237, 276-281, 377-378, 379-389, 390-393, 619-658 TM: 9-11, 14-15, 151-155, 159-161, 207-210
	Range of Reading and Level of Text Complexity	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	SE: 88-90, 166-170, 360-365, 377-378, 379-389, 390-393, 423-424, 448-460, 619-658 TM: 207-210, 210-219, 221-222, 244-245, 264-265, 292-293
Reading Standards for Informational Text	Key Ideas and Details	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.	SE: 30-31, 34-35, 74, 78-79, 88-90, 105-106, 106-112, 166-170, 188-191, 194-195, 196-201, 202-208, 208-214, 217-221, 222-225, 228-229, 230-233, 234-237, 238-242, 242-246, 246-248, 248-255, 255-258, 259, 260-263, 268-272, 272-275, 276-281, 282-286, 294, 296-299, 302-303, 309-312, 320-323, 330-343, 343-346, 346-348, 348-349, 350-355, 360-365, 369, 369-372, 379-389, 398-400, 401-403, 404-407, 411-416, 422-424, 424-448, 448-460, 462-465, 469-477, 481-483, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 545-546, 547-549, 550-558, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 659-666 TM: 8, 27, 42-44, 50-55, 61-63, 78-81, 109-110, 122, 124-125, 185-187

STRAND	BAND	COMMON CORE STANDARD— <i>SKILL</i>	PAGES
		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.	<b>SE:</b> 30-31, 34-35, 74, 78-79, 105-106, 106-112, 166-170, 188-191, 194-195, 196-201, 202-208, 217-221, 222-225, 230-233, 234-237, 238-242, 242-246, 260-263, 286-293, 294, 379-389, 424-448, 448-460, 462-465 <b>TM:</b> 9-11, 12, 14-15, 20, 27, 42-44, 50-55, 61-63, 81-84, 166-174, 205-207
		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.	<b>SE</b> 30-31, 34-35, 74, 78-79, 105-106, 106-112, 188-191, 193-194, 202-208, 217-221, 222-225, 228-229, 230-233, 234-237, 238-242, 248-255, 268-272, 272-275, 276, 286-293, 294, 320-323, 343-346, 360-365, 369, 401-403, 411-416, 424-448, 469-477, 533-544, 547-549, 581-586, 598-604, 605-618, 659-666 <b>TM:</b> 6-7, 9-11, 42-44, 50-55, 61-63, 75-78, 96-98, 175-179
	Craft and Structure	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 <i>faction</i> in <i>Federalist</i> No. 10).	<b>SE:</b> 30-31, 34-35, 74, 78-79, 88-90, 105-106, 106-112, 166-170, 202-208, 214-216, 217-221, 222-225, 230-233, 234-237, 238-242, 255-258, 268-272, 272-275, 276-281, 282-286, 294, 296-299, 309-312, 323-330, 343-346, 346-348, 350-355, 360-365, 379-389, 390-393, 398-400, 401-403, 404-407, 411-416, 423-424, 424-448, 448-460, 469-477, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 545-546, 547-549, 550-558, 572-580, 581-586, 587-590, 659-666 <b>TM:</b> 4, 9-11, 14-15, 50-55, 61-63, 75-78, 81-84, 117-120, 130-131, 147-150
		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.	<b>SE:</b> 30-31, 34-35, 74, 78-79, 88-90, 105-106, 106-112, 166-170, 188-191, 194-195, 202-208, 214-216, 217-221, 222-225, 230-233, 234-237, 238-242, 248-255, 255-258, 259, 268-272, 272-275, 276-281, 282-286, 294, 296-299, 309-312, 320-323, 323-330, 343-346, 346-348, 348-349, 360-365, 369-372, 372-376, 379-389, 390-393, 397-398, 398-400, 401-403, 404-407, 411-416, 424-448, 448-460, 461, 469-477, 478-480, 481-483, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 545-546, 547-549, 550-558, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 659-666 <b>TM:</b> 6-7, 9-11, 12, 14-15, 27, 42-44, 61-63, 86-89, 106-108, 133-135, 147-150, 191-192, 199-200
		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.	<b>SE:</b> 30-31, 34-35, 74, 78-79, 88-90, 105-106, 106-112, 166-170, 188-191, 202-208, 214-216, 217-221, 222-225, 234-237, 238-242, 246-248, 248-255, 268-272, 272-275, 276, 294, 296-299, 309-312, 323-330, 360-365, 366-369, 369-372, 379-389, 390-393, 397-398, 422-424, 424-448, 461, 469-477, 478-480, 481-483, 484-494, 495-497, 498-503, 519-528, 529-532, 533-544, 545-546, 547-549, 550-558, 572-580, 581-586, 587-590, 591-597, 659-666 <b>TM:</b> 4, 14-15, 39, 42-44, 52-55, 61-63, 75-78, 96-98, 102-105, 147-150, 224-227

STRAND	BAND	COMMON CORE STANDARD— <i>SKILL</i>	PAGES
	Integration of Knowledge and Ideas	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.	<b>SE:</b> 30-31, 34-35, 74, 78-79, 105-106, 164-165, 166-170, 171-175, 188-191, 193-194, 194-195, 202-208, 208, 222-225, 228-229, 248-255, 255-258, 260-263, 266-267, 276-281, 282-286, 286-293, 294, 302-303, 304-308, 346-348, 348-349, 350-355, 358-359, 390-393, 397-398, 404-407, 411-416, 461, 462-465 <b>TM:</b> 4, 12, 22-24, 26-27, 39, 46-47, 74-75, 92-93, 94-95, 114-115, 116-117, 136-137, 139-140, 141-142, 162-164, 165-166, 180-182, 195-196, 221-222, 223-224
		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., <i>The Federalist</i> , presidential addresses).	<b>SE:</b> 06-112, 166-170, 268-272, 276, 529-532, 533-544 <b>TM:</b> 50-55, 57, 61-63, 142-147, 260, 275-276, 278-279
		Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	<b>SE:</b> 88-90, 106-112, 166-170, 268-272, 276, 398-397, 401-403, 484-494, 498-503, 533-544 <b>TM:</b> 52-55, 61-63, 75-78, 142-147, 246-249, 260, 278-279
	Range of Reading and Level of Text Complexity	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.	<b>SE:</b> 7-9, 9-12, 69-74, 88-90, 105-106, 106-112, 166-170, 171-175, 175-178, 181-183, 183-186, 187, 188-191, 202-208, 214-216, 217-221, 230-233, 234-237, 238-242, 242-246, 246-248, 248-255, 255-258, 259, 260-263, 268-272, 272-275, 276-281, 282-286, 286-293, 294, 296-299, 304-308, 309-312, 312-319, 320-323, 323-330, 343-346, 346-348, 348-349, 360-365, 379-389, 397-398, 401-403, 404-407, 411-416, 416-420, 422-424, 448-460, 461, 462-465, 469-477, 478-480, 481-483, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 533-544, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 619-658, 659-666 <b>TM:</b> 50-52, 59-61, 61-63, 139-140, 142-147, 162-164, 244-249, 256-257, 262-264
<b>Writing</b>	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>SE:</b> 69-74, 88-90, 106-112, 164-165, 166-170, 171-175, 175-178, 183-186, 188-191, 194-195, 202-208, 217-221, 222-225, 230-233, 234-237, 242-246, 246-248, 248-255, 255-258, 259, 260-263, 268-276, 272-275, 276-281, 282-286, 286-293, 296-299, 302-303, 304-308, 309-312, 312-319, 320-323, 323-330, 343-346, 346-348, 348-349, 350-355, 360-365, 369, 372-376, 377-378, 390-393, 398-397, 398-400, 404-407, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 478-480, 481-483, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 659-666 <b>TM:</b> 7, 8, 14-15, 30-31, 35-38, 48-49, 56-59, 124-125, 188-189, 229

STRAND	BAND	COMMON CORE STANDARD—SKILL	PAGES
		<i>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.</i>	<b>SE:</b> 69-74, 88-90, 105-106, 106-112, 166-170, 175-178, 183-186, 188-191, 202-208, 217-221, 222-225, 230-233, 234-237, 242-246, 248-255, 272-275, 282-286, 286-292, 293, 296-299, 304-308, 309-312, 312-319, 320-323, 343-346, 346-348, 348-349, 350-355, 360-365, 372-376, 377-378, 398-400, 404-407, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 481-483, 484-494, 495-497, 498-503, 504-518, 529-532, 533-544, 547-549, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 659-666 <b>TM:</b> 7, 8, 30-31, 35-38, 48-49, 56-59, 124-125, 188-189, 229
		<i>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.</i>	<b>SE:</b> 69-74, 88-90, 105-106, 106-112, 166-170, 175-178, 183-186, 188-191, 202-208, 217-221, 222-225, 238-242, 242-246, 248-255, 255-258, 272-275, 286-293, 296-299, 302-303, 304-308, 309-312, 312-319, 320-323, 323-330, 343-346, 346-348, 348-349, 350-355, 360-365, 372-376, 377-378, 397-398, 398-400, 404-407, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 481-483, 484-494, 495-497, 498-503, 504-518, 529-532, 533-544, 547-549, 559-571, 572-580, 581-586, 587-598, 604, 605-618, 590, 591-597, 659-666 <b>TM:</b> 4, 8, 30-31, 35-38, 48-49, 56-59, 124-125, 188-189, 229
		<i>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.</i>	<b>SE:</b> 69-74, 88-90, 106-112, 164-165, 166-170, 171-175, 175-178, 183-186, 188-191, 202-208, 217-221, 222-225, 268-272, 286-293, 296-299, 304-308, 320-323, 323-330, 346-348, 350-355, 369-372, 377-378, 411-416, 416-420, 424-448, 448-460, 461, 572-580, 581-586 <b>TM:</b> 7, 8, 27, 35-38, 48-49, 56-59, 124-125, 188-189, 229
		<i>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i>	<b>SE:</b> 69-74, 88-90, 106-112, 164-165, 166-170, 171-175, 175-178, 183-186, 188-191, 194-195, 202-208, 217-221, 222-225, 268-272, 282-286, 296-299, 320-323, 323-330, 377-378, 411-416, 424-448, 448-460, 461, 484-494, 498-503, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 659-666 <b>TM:</b> 30-31, 35-38, 56-59, 124-125, 188-189, 229
		<i>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.</i>	<b>SE:</b> 69-74, 88-90, 106-112, 164-165, 166-170, 171-175, 181-183, 183-186, 188-191, 194-195, 196-201, 202-208, 208-214, 222-225, 230-233, 234-237, 238-242, 242-246, 248-255, 255-258, 260-263, 266-267, 272-275, 276-281, 282-286, 286-293, 294, 296-299, 302-303, 304-308, 312-319, 320-323, 323-330, 343-346, 346-348, 350-355, 358-359, 360-365, 369-372, 372-376, 377-378, 390-393, 398-397, 398-400, 404-407, 407-410, 411-416, 416-420, 422-424, 448-460, 469-477, 478-480, 498-503, 504-518, 519-528, 529-532, 533-544, 533-544, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 619-658, 659-666 <b>TM:</b> 4, 7, 8, 32-38, 98, 121, 202-203, 242

STRAND	BAND	COMMON CORE STANDARD—SKILL	PAGES
		<i>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.</i>	<b>SE:</b> 166-170, 188-191, 196-201, 208-214, 234-237, 242-246, 282-286, 296-299, 462-465, 547-549 <b>TM:</b> 32-38, 121, 242
		<i>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.</i>	<b>SE:</b> 69-74, 88-90, 106-112, 164-165, 166-170, 171-175, 181-183, 183-186, 188-191, 194-195, 196-201, 202-208, 208-214, 222-225, 230-233, 238-242, 242-246, 248-255, 260-263, 266-267, 272-275, 276, 286-293, 294, 296-299, 304-308, 309-312, 320-323, 323-330, 343-346, 346-348, 348-349, 360-365, 372-376, 377-378, 397-398, 398-400, 404-407, 411-416, 416-420, 422-424, 424-448, 448-460, 462-465, 484-494, 498-503, 547-549, 559-571, 598-604, 605-618 <b>TM:</b> 14, 32-35, 36-38, 242
		<i>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.</i>	<b>SE:</b> 69-74, 88-90, 106-112, 164-165, 171-175, 183-186, 194-195, 196-201, 202-208, 222-225, 230-233, 320-323, 424-448, 461, 462-465, 478-480, 559-571 <b>TM:</b> 19, 35-38, 242
		<i>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</i>	<b>SE:</b> 69-74, 88-90, 106-112, 166-170, 196-201, 202-208, 208-214, 214-216, 222-225, 230-233, 276, 294, 296-299, 320-323, 323-330, 343-346, 360-365, 372-376, 411-416, 422-424, 423-424, 424-448, 448-460, 462-465, 478-480, 484-494, 559-571 <b>TM:</b> 19, 32-38, 242
		<i>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i>	<b>SE:</b> 69-74, 106-112, 166-170, 194-195, 196-201, 222-225, 294, 360-365, 411-416, 422-424, 424-448, 448-460, 461, 559-571 <b>TM:</b> 19, 32-38, 64-72, 242
		<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>	<b>SE:</b> 105-106, 106-112, 164-165, 166-170, 171-175, 187, 188-191, 208-214, 248-255, 255-258, 276-281, 286-293, 323-330, 312-319, 358-359, 360-365, 379-389, 390-393, 416-420, 422-424, 423-424, 461, 469-477, 478-480, 504-518, 519-528, 559-571 <b>TM:</b> 32-35, 42, 89, 200-201, 234
		<i>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.</i>	<b>SE:</b> 69-74, 105-106, 106-112, 164-165, 166-170, 171-175, 187, 188-191, 208-214, 214-216, 248-255, 276-281, 286-293, 312-319, 379-389, 390-393, 416-420, 422-424, 461, 469-477, 478-480, 504-518, 559-571 <b>TM:</b> 27, 32-35, 89, 200-201, 234
		<i>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</i>	<b>SE:</b> 106-112, 166-170, 187, 255-258, 276-281, 286-293, 312-319, 360-365, 379-389, 390-393, 416-420, 422-424, 461, 504-518, 559-571 <b>TM:</b> 32-35, 42, 89, 197-198, 200-201, 234

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		<i>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).</i>	<b>SE:</b> 88-90, 166-170, 187, 214-216, 276-281, 286-293, 312-319, 360-365, 379-389, 390-393, 416-420, 422-424, 559-571 <b>TM:</b> 27-28, 32-38, 127, 200-201, 234
		<i>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</i>	<b>SE:</b> 105-106, 166-170, 175-178, 187, 208-214, 214-216, 248-255, 276-281, 286-293, 312-319, 360-365, 379-389, 390-393, 416-420, 422-424, 461,504-518, 559-571 <b>TM:</b> 32-38, 89, 197-198, 234
	Production and Distribution of Writing	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> 9-12, 13-15, 105-106, 106-112, 166-170, 171-175, 175-178, 181-183, 196-201, 202-208, 208-214, 214-216, 217-221, 222-225, 228-229, 230-233, 234-237, 238-242, 242-246, 248-255, 255-258, 259, 260-263, 266-267, 268-272, 272-275, 276-281, 282-286, 286-293, 294, 296-299, 302-303, 304-308, 309-312, 312-319, 320-323, 323-330, 343-346, 346-348, 348-349, 350-355, 358-359, 360-365, 369-372, 372-376, 377-378, 379-389, 390-393, 401-403, 404-407, 407-410, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 469-477, 481-483, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 533-544, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 659-666 <b>TM:</b> 8, 14, 32-38, 64-72, 242
		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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	<b>SE:</b> 9-12, 13-15, 105-106, 106-112, 166-170, 171-175, 175-178, 181-183, 196-201, 202-208, 208-214, 214-216, 217-221, 222-225, 234-237, 238-242, 242-246, 255-258, 276-281, 282-286, 286-293, 294, 296-299, 304-308, 309-312, 323-330, 323-330, 358-359, 360-365, 372-376, 379-389, 390-393, 401-403, 404-407, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462, 465, 469-477, 478-480, 484-494, 495-497, 498-503, 504-518, 519-528, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 659-666 <b>TM:</b> 7, 32-38, 38-41, 64-72
	Research to Build and Present Knowledge	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> 217-221, 222-225, 230-233, 255-258, 276, 282-286, 286-293, 294, 296-299, 348-349, 372-376, 422-424, 448-460, 462-465 <b>TM:</b> 4, 21-22, 35-36, 39, 44-45, 64-72, 91-93, 114-115, 128, 138-140, 162-164, 221-222, 237, 254-255
		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> 217-221, 222-225, 230-233, 260-263, 266-267, 272-275, 276, 282-286, 286-293, 294, 296-299, 302-303, 348-349, 350-355, 358-359, 369-372, 390-393, 448-460, 462-465 <b>TM:</b> 44-45, 66-67, 71, 127-128, 237

STRAND	BAND	COMMON CORE STANDARD—SKILL	PAGES
		Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 69-74,74, 88-90, 106-112, 164-165, 171-175, 181-183, 183-186, 187, 188-191, 202-208, 208-214, 214-216, 217-221, 230-233, 255-258, 260-263, 266-267, 268-272, 276-281, 282-286, 286-293, 294, 296-299, 302-303, 312-319, 323-330, 323-330, 346-348, 348-349, 350-355, 366-369, 369-372, 372-376, 377-378, 379-389, 390-393, 407-410, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 469-477, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 533-544, 547-549, 550-558, 559-571, 587-590, 591-597 TM: 22, 44-45, 59-61, 66-70, 128, 237
		<i>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”).</i>	SE: 166-170, 276, 294, 377-378, 379-389, 390-393, 422-424, 424-448, 619-658 TM: 61-63, 139, 207-209, 210-219, 221
		<i>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]”).</i>	SE: 88-90, 106-112, 166-170, 171-175, 268-272, 272-275, 276, 296-299, 309-311, 312-319, 323-330, 390-393, 484-494, 519-528, 529-532, 533-544, 533-544 TM: 50-55, 57, 61-63, 142-147, 260, 275-276, 278-279
	Range of Writing	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.	SE: 7-9, 61-65, 105-106, 106-112, 164-165, 166-170, 171-175, 175-178, 181-183, 183-186, 188-191, 194-195, 196-201, 202-208, 208-214, 214-216, 217-221, 222-225, 230-233, 234-237, 238-242, 242-246, 248-255, 255-258, 259, 260-263, 266-267, 272-275, 276-281, 282-286, 286-293, 294, 296-299, 302-303, 304-308, 309-312, 312-319, 320-323, 323-330, 343-346, 346-348, 348-349, 350-355, 358-359, 360-365, 366-369, 369-372, 379-389, 390-393, 398-397, 401-403, 404-407, 407-410, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 469-477, 478-480, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 619-658, 659-666 TM: 7, 9-11, 22, 32-38, 42, 70-72, 106, 109, 124-125, 159, 182

STRAND	BAND	COMMON CORE STANDARD—SKILL	PAGES
Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 7-9, 13-15, 61-65, 65-69, 69-74, 105-106, 106-112, 164-165, 166-170, 171-175, 175-178, 181-183, 183-186, 187, 188-191, 194-195, 196-201, 202-208, 208-214, 214-216, 217-221, 217-221, 222-225, 228-229, 230-233, 234-237, 238-242, 242-246, 248-255, 255-258, 259, 260-263, 266-267, 268-272, 272-275, 276-281, 282-286, 286-293, 294, 296-299, 302-303, 304-308, 309-312, 312-319, 320-323, 323-330, 343-346, 346-348, 348-349, 350-355, 358-359, 360-365, 366-369, 369-372, 372-376, 377-378, 379-389, 390-393, 398-397, 401-403, 404-407, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 469-477, 478-480, 481-483, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 533-544, 547-549, 550-558, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 619-658, 659-666 TM: 8, 71-72, 103
		<i>Ensure subject-verb and pronoun-antecedent agreement.</i>	SE: 9-12, 13-15, 61-65, 65-69 TM: 72, 103
		<i>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i>	SE: 9-12, 13-15, 61-65, 65-69, 106-112, 343-346 TM: 72
		<i>Correctly use frequently confused words (e.g., to/too/two; there/their).</i>	SE: 9-12, 13-15, 61-65, 65-69 TM: 72
		<i>Recognize and correct inappropriate shifts in verb tense.</i>	SE: 13-15, 61-65, 65-69 TM: 72, 103
		<i>Recognize and correct inappropriate shifts in pronoun number and person.</i>	SE: 13-15, 61-65, 65-69, 242-246 TM: 72
		<i>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</i>	SE: 13-15, 61-65, 65-69 TM: 72
		<i>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</i>	SE: 13-15, 61-65, 65-69, 202-208 TM: 72
		<i>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</i>	SE: 13-15, 61-65, 65-69, 242-246, TM: 72
		<i>Recognize and correct inappropriate shifts in verb voice and mood.</i>	SE: 7-9, 13-15, 61-65, 65-69, 343-346 TM: 8, 72, 103, 200-201
		<i>Use parallel structure.</i>	SE: 13-15, 61-65, 65-69, 272-275 TM: 72



STRAND	BAND	COMMON CORE STANDARD— <i>SKILL</i>	PAGES
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 9-12, 13-15, 61-65, 65-69, 105-106, 111-112, 166-170, 175-178, 188-191, 194-195, 202-208, 217-221, 222-225, 230-233, 234-237, 238-242, 242-246, 248-255, 255-258, 259, 260-263, 266-267, 268-272, 272-275, 276-281, 282-286, 286-293, 294, 296-299, 302-303, 304-308, 309-312, 312-319, 320-323, 323-330, 343-346, 346-348, 348-349, 350-355, 358-359, 360-365, 366-369, 372-376, 377-378, 379-389, 390-393, 401-403, 404-407, 407-410, 411-416, 422-424, 423-424, 424-448, 448-460, 461, 462-465, 469-477, 478-480, 481-483, 484-494, 495-497, 498-503, 504-518, 529-532, 533-544, 533-544, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 619-658, 659-666 TM: 72
		<i>Observe hyphenation conventions</i>	SE: 9-12, 13-15, 61-65, 65-69, 202-208 TM: 72
		<i>Spell correctly</i>	SE: 9-12, 13-15, 61-65, 65-69, 202-208 TM: 72
		<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</i>	SE: 9-12, 13-15, 61-65, 65-69, 202-208, 242-246, 323-330, 343-346, 377-378 TM: 72
	Knowledge of Language	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.	SE: 13-15, 61-65, 65-69, 69-74, 88-90, 105-106, 106-112, 164-165, 166-170, 171-175, 175-178, 181-183, 187, 188-191, 194-195, 202-208, 196-201, 217-221, 222-225, 228-229, 230-233, 234-237, 238-242, 242-246, 248-255, 255-258, 260-263, 268-272, 272-275, 276-281, 282-286, 286-293, 294, 296-299, 304-308, 309-312, 312-319, 320-323, 323-330, 343-346, 346-348, 348-349, 350-355, 358-359, 360-365, 366-369, 369-372, 372-376, 377-378, 379-389, 390-393, 397-398, 401-403, 404-407, 407-410, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 469-477, 478-480, 481-483, 484-494, 495-497, 498-503, 504-518, 529-532, 533-544, 545-546, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 619-658, 659-666 TM: 6-7, 17-20, 32-38, 71-72, 263-265
		<i>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</i>	SE: 13-15, 61-65, 65-69, 88-90, 105-106, 106-112, 166-170, 171-175, 175-178, 222-225, 268-272, 272-275, 276, 343-346, 377-378, 379-389, 478-480 TM: 17-20, 72, 261-262
		<i>Choose words and phrases for effect.</i>	SE: 13-15, 61-65, 65-69, 88-90, 106-112, 175-178, 181-183, 217-221, 222-225, 242-246, 272-275, 276, 282-286, 286-293, 296-299, 309-312, 312-319, 346-348, 366-369, 377-378, 379-389, 422-424, 424-448, 461, 462-465, 478-480, 484-494 TM: 17-20, 72, 103
		<i>Choose punctuation for effect.</i>	SE: 13-15, 61-65, 65-69, 88-90, 106-112, 202-208, 377-378, 379-389 TM: 17-20, 72, 103

STRAND	BAND	COMMON CORE STANDARD—SKILL	PAGES
		<i>Maintain consistency in style and tone.</i>	<b>SE:</b> 13-15, 61-65, 65-69, 88-90, 164-165, 175-178, 181-183, 196-201, 208-214, 222-225, 230-233, 272-275, 276, 286-293, 304-308, 369-372, 379-389, 416-420, 422-424, 478-480, 481-483 <b>TM:</b> 17-20, 27-28, 72
		<i>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</i>	<b>SE:</b> 13-15, 61-65, 65-69, 88-90, 111-112, 175-178, 181-183, 187, 202-208, 217-221, 222-225, 230-233, 276, 282-286, 286-293, 294, 304-308, 360-365, 369-372, 379-389, 416-420, 422-424, 424-448, 461, 462-465, 478-480, 598-604, 605-618 <b>TM:</b> 17-20, 72, 103
	Vocabulary Acquisition and Use	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.	<b>SE:</b> 7-9, 9-12, 13-15, 61-65, 65-69, 69-74, 88-90, 105-106, 111-112, 164-165, 166-170, 171-175, 175-178, 181-183, 183-186, 196-201, 202-208, 208-214, 217-221, 222-225, 230-233, 234-237, 238-242, 242-246, 248-255, 268-272, 272-275, 276-281, 282-286, 286-293, 294, 296-299, 304-308, 309-312, 323-330, 343-346, 346-348, 350-355, 360-365, 366-369, 369-372, 377-378, 379-389, 390-393, 396-397, 401-403, 404-407, 407-410, 411-416, 416-420, 422-424, 424-448, 448-460, 478-480, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 547-549, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 619-658, 659-666 <b>TM:</b> 3-4, 259, 262
		<i>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.</i>	<b>SE:</b> 9-12, 13-15, 61-65, 65-69, 88-90, 106-112, 166-170, 175-178, 181-183, 183-186, 196-201, 208-214, 214-216, 217-221, 222-225, 230-233, 234-237, 238-242, 242-246, 248-255, 255-258, 268-272, 276-281, 282-286, 286-293, 294, 296-299, 304-308, 309-312, 323-330, 346-348, 350-355, 360-365, 366-369, 377-378, 379-389, 390-393, 398-397, 401-403, 404-407, 407-410, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 469-477, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 545-546, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 619-658, 659-666 <b>TM:</b> 6-7, 258
		<i>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).</i>	<b>SE:</b> 7-9, 9-12, 13-15, 61-65, 65-69, 88-90, 106-112, 171-175, 175-178, 181-183, 230-233, 276-281, 282-286, 286-293, 294, 296-299, 304-308, 309-312, 323-330, 343-346, 346-348, 360-365, 379-389, 390-393, 404-407, 416-420, 422-424, 424-448, 448-460, 469-477, 484-494, 495-497, 504-518, 519-528, 533-544, 547-549 <b>TM:</b> 6-7, 260

STRAND	BAND	COMMON CORE STANDARD—SKILL	PAGES
		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>SE:</b> 13-15, 61-65, 65-69, 69-74, 88-90, 105-106, 106-112, 171-175, 175-178, 183-186, 187, 214-216, 217-221, 222-225, 230-233, 234-237, 242-246, 272-275, 276, 276-281, 282-286, 286-293, 294, 296-299, 304-308, 323-330, 323-330, 343-346, 346-348, 348-349, 350-355, 360-365, 366-369, 377-378, 379-389, 390-393, 398-397, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 469-477, 478-480, 481-483, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 545-546, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 619-658</p> <p><b>TM:</b> 17-20, 103, 263-264</p>
		<i>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</i>	<p><b>SE:</b> 13-15, 61-65, 65-69, 74, 88-90, 105-106, 106-112, 171-175, 175-178, 187, 214-216, 217-221, 222-225, 230-233, 272-275, 276-281, 286-293, 294, 296-299, 304-308, 323-330, 346-348, 348-349, 366-369, 379-389, 390-393, 422-424, 424-448, 462-465, 478-480, 481-483, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 619-658, 659-666</p> <p><b>TM:</b> 17-20, 103, 258</p>
		<i>Analyze nuances in the meaning of words with similar denotations.</i>	<p><b>SE:</b> 13-15, 61-65, 65-69, 69-74, 74, 88-90, 105-106, 106-112, 171-175, 175-178, 181-183, 183-186, 187, 202-208, 214-216, 217-221, 222-225, 230-233, 242-246, 272-275, 276-281, 282-286, 286-293, 294, 296-299, 304-308, 309-312, 323-330, 343-346, 346-348, 348-349, 350-355, 360-365, 366-369, 369-372, 377-378, 379-389, 390-393, 397-398, 401-403, 404-407, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 469-477, 484-494, 495-497, 519-528, 529-532, 533-544, 545-546, 547-549, 550-558, 559-571, 587-590, 591-597, 598-604, 605-618, 619-658, 659-666</p> <p><b>TM:</b> 6-7, 17-20, 103, 259, 263-264</p>
		Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p><b>SE:</b> 13-15, 61-65, 65-69, 69-74, 88-90, 105-106, 106-112, 164-165, 166-170, 171-175, 175-178, 181-183, 183-186, 187, 188-191, 196-201, 202-208, 208-214, 214-216, 217-221, 222-225, 228-229, 230-233, 234-237, 238-242, 242-246, 248-255, 255-258, 259, 260-263, 266-267, 268-272, 272-275, 276-281, 282-286, 286-293, 294, 296-299, 304-308, 309-312, 312-319, 320-323, 323-330, 343-346, 346-348, 348-349, 350-355, 358-359, 360-365, 366-369, 369-372, 372-376, 377-378, 379-389, 390-393, 397-398, 401-403, 404-407, 407-410, 411-416, 416-420, 422-424, 424-448, 448-460, 461, 462-465, 469-477, 478-480, 481-483, 484-494, 495-497, 498-503, 504-518, 519-528, 529-532, 533-544, 545-546, 547-549, 550-558, 559-571, 572-580, 581-586, 587-590, 591-597, 598-604, 605-618, 659-666</p> <p><b>TM:</b> 3, 256-265</p>