



***Language and
Composition: The Art of
Voice 2e ©2019***

**Correlation to
AP English Language and
Composition**

- **Big Ideas**
- **Enduring Understandings**
- **Skills**
- **Essential Knowledge**

**Language and Composition: The Art of Voice 2e ©2019 Correlation to
AP English Language and Composition Big Ideas, Enduring Understandings, Skills, and Essential Knowledge**

Big Idea, Enduring Understanding, and Skills	Essential Knowledge	Citations in eBook	Online Chapter Assignments	Composition Essentials 3.0
<p>Rhetorical Situation (RHS)</p> <p>RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.</p> <p>Rhetorical Situation–Reading. Explain how writers’ choices reflect the components of the rhetorical situation.</p> <p>1.A: Identify and describe components of the rhetorical situation: the exigence, audience, purpose, context, and message.</p> <p>1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p> <p>Rhetorical Situation–Writing. Make strategic choices in a text to address a rhetorical situation.</p> <p>2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <p>2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.</p>	<p>RHS-1.A: The rhetorical situation of a text collectively refers to the exigence, purpose, audience, context, and message.</p>	9-10; 15-18; 24-25; 35-36; 49; 52-56; 112-113; 576-Q1	Chapter 1 Assignments: Author's Audience; Author's Purpose; Appeals	Unit 1—The Writing Process; Generating Ideas
	<p>RHS-1.B: The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text.</p>	16; 52; 118; 748 (Exigence)	Chapter 3 Assignments: Identify an Issue	Unit 1—The Writing Process; Generating Ideas
	<p>RHS-1.C: The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text.</p>	10; 16-17; 25; 35-36; 53-54; 97-Q8; 112-113; 119; 242-Q1; 246-Q1; 263-Q10; 319-Q10; 613-Q1; 620-A3; 752 (Purpose)	Chapter 1 Assignments: Author's Purpose; Chapter 2 Assignments: Considering Purpose and Audience	Unit 1—Generating Ideas
	<p>RHS-1.D: An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds.</p>	5; 16; 24; 53-54; 120; 746 (Audience)	Chapter 1 Assignments: Author's Audience	Unit 1—Generating Ideas
	<p>RHS-1.E: Writers create texts within a particular context that includes the time, place, and occasion.</p>	9-10; 16; 25; 35; 37; 53; 120; 449-Q6; 576-Q1; 721-Q12; 747 (Context)		Unit 1—Generating Ideas
	<p>RHS-1.F: Writers' perceptions of an audience's values, beliefs, needs, and background guide the choices they make.</p>	5; 10; 16; 25; 53-54; 95-115-16; 115; 120; 223-Q5; 285-Q5; 367-Q4; 392-Q4; 444-Q2; 449-Q4; 627-Q1; 730-Q34; 732-Q39; 746 (Audience)	Chapter 1 Assignments: Author's Audience; Chapter 2 Assignments: Considering Purpose and Audience; Chapter 3 Assignments: Analyze Your Likely Readers	Unit 1—Generating Ideas

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<p>Rhetorical Situation (RHS)</p> <p>RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.</p> <p>Rhetorical Situation–Reading. Explain how writers’ choices reflect the components of the rhetorical situation.</p> <p>1.A: Identify and describe components of the rhetorical situation: the exigence, audience, purpose, context, and message.</p> <p>1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p> <p>Rhetorical Situation–Writing. Make strategic choices in a text to address a rhetorical situation.</p> <p>2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <p>2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.</p>	<p>RHS-1.G: To achieve a purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values.</p>	10; 16-18; 25; 35; 40-41; 53-54; 76; 115; 120; 344-Q5; 444-Q1; 453-Q4; 730-Q34; 752 (Purpose)	<p>Chapter 1 Assignments: Rhetorical Modes;</p> <p>Chapter 2 Assignments: Considering Purpose and Audience</p>	Unit 1 —Planning and Organizing
	<p>RHS-1.H: Arguments seek to persuade or motivate action through appeals—the modes of persuasion.</p>	17-18; 25; 39-40; 53; 76; 105; 113-116; 136-137; 145-Q7; 166-Q7; 397-Q6; 449-Q5; 453-Q6; 511-Q3; 511-Q5; 515-Q5; 519-Q8; 538-Q6; 617-Q3; 752 (Persuasion)	<p>Chapter 1 Assignments: Appeals</p>	Unit 2 —Evaluating the Effectiveness and Appropriateness of a Text; Unit 4 —Using Ethos (Credibility) to Persuade Readers; Using Pathos (Emotion) to Persuade Readers; Using Logos (Logic) to Persuade Readers
	<p>RHS-1.I: The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.</p>	60-64; 85; 102-Q4; 133; 166-Q8; 169-Q4; 219-Q4; 288-Q5; 318-Q5; 319-Q9; 353-Q6; 397-Q4; 402-Q4; 407-Q5; 453-Q5; 481-Q1; 535-Q4; 560-Q5; 589-Q2; 609-Q8; 627-Q6; 680; 724-Q15; 726-Q26; 732-Q37; 750 (Introduction)	<p>Chapter 2 Assignments: Writing Introductory Paragraphs</p>	Unit 1 —Drafting
	<p>RHS-1.J: The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument’s thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.</p>	77-80; 85; 133; 166-Q8; 172-Q7; 216-Q10; 224-Q1; 225-Q4; 255-Q8; 288-Q9; 306-Q9; 345-Q10; 349-Q6; 402-Q8; 407-Q8; 449-Q9; 459-Q9; 464-Q9; 481-Q9; 609-Q5; 627-Q9; 680; 719-Q3; 747 (Conclusions)	<p>Chapter 2 Assignments: Writing End Paragraphs</p>	Unit 1 —Drafting

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<p>Rhetorical Situation (RHS)</p> <p>RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.</p> <p>Rhetorical Situation–Reading. Explain how writers’ choices reflect the components of the rhetorical situation.</p> <p>1.A: Identify and describe components of the rhetorical situation: the exigence, audience, purpose, context, and message.</p> <p>1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p> <p>Rhetorical Situation–Writing. Make strategic choices in a text to address a rhetorical situation.</p> <p>2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <p>2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.</p>	<p>RHS-1.K: Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer’s purpose.</p>	13-Q7; 19-23; 62; 97-Q6; 128; 157-Q6; 166-Q5; 246-Q2; 246-Q4; 247-Q7; 252-Q4; 263-Q9; 285-Q6; 297-Q8; 318-Q4; 427-Q10; 440-Q6; 444-Q8; 463-Q5; 463-Q6; 511-Q4; 511-Q6; 513-Q3; 522-Q7; 535-Q8; 556-Q5; 560-Q8; 573-Q5; 613-Q5; 617-Q5	<p>Chapter 1 Assignments: Rhetorical Devices</p>	
	<p>RHS-1.L: Writers’ choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument.</p>	10; 16; 20-21; 24; 54; 121; 242-Q5; 252-Q5; 275-Q5; 369-Q6; 440-Q4; 535-Q5; 535-Q10; 627-Q2; 654-655; 680; 748 (Diction); 753 (Syntax)	<p>Chapter 1 Assignments: Rhetorical Devices</p>	<p>Unit 2—Evaluating Truth and Accuracy in a Text</p>
	<p>RHS-1.M: Word choice may reflect writers’ biases and may affect their credibility with a particular audience.</p>	10; 17; 20-21; 121; 449-Q4; 453-Q4; 627-Q2; 627-Q5; 654-655	<p>Chapter 2 Assignments: Choosing an Appropriate Tone; Chapter 3 Assignments: Establish Your Tone</p>	<p>Unit 2—Evaluating Truth and Accuracy in a Text</p>
	<p>RHS-1.N: Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument.</p>	5; 10; 16-18; 25; 35; 38-41; 54; 60; 66-77; 113-116; 120-121; 172-Q4; 242-Q5; 246-Q3; 285-Q5; 345-Q8; 367-Q4; 449-Q4; 573-Q4; 576-Q6; 654-655; 680; 732-Q39; 746 (Audience)	<p>Chapter 3 Assignments: Analyze Your Likely Readers; Establish Your Tone</p>	<p>Unit 2—Evaluating Truth and Accuracy in a Text; Evaluating the Effectiveness and Appropriateness of a Text</p>

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<p>Claims and Evidence (CLE)</p> <p>CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</p> <p>Claims and Evidence—Reading. Identify and describe the claims and evidence of an argument. 3.A: Identify and explain claims and evidence within an argument. 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. 3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>Claims and Evidence—Writing. Analyze and select evidence to develop and refine a claim. 4.A: Develop paragraphs comprised of a claim and evidence that supports the claim. 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>	<p>CLE-1.A: Writers convey their positions through one or more claims that require a defense.</p>	65-66; 108-110; 119; 349-Q5; 730-Q36	Chapter 2 Assignments: Developing the Thesis; Chapter 3 Assignments: Clarify Your Claim	Unit 2 —Reading to Understand Literal Meaning; Unit 4 —Developing an Effective Thesis or Claim
	<p>CLE-1.B: Writers defend their claims with evidence and/or reasoning.</p>	65-66; 68-69; 111-112; 119; 122-125; 242-Q2; 367-Q5; 485-Q7; 679; 732-Q38	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 4 —Using Evidence and Reasoning to Support a Thesis or Claim
	<p>CLE-1.C: Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments.</p>	5; 65-66; 68-69; 73; 104; 111-112; 123-125; 166-Q6; 208-Q8; 219-Q5; 242-Q7; 288-Q6; 453-Q9; 481-Q5	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 2 —Reading to Understand Literal Meaning; Unit 4 —Using Evidence and Reasoning to Support a Thesis or Claim
	<p>CLE-1.D: Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification.</p>	65; 69; 108-110; 118; 131-132; 680; 729-Q31; 730-Q36; 733-Q41	Chapter 3 Assignments: Clarify Your Claim	Unit 4 —Developing an Effective Thesis or Claim
	<p>CLE-1.E: Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas.</p>	30-34; 66; 122-125; 131-135; 271-Q9; 319-Q9; 367-Q7; 652-653; 676-678; 679	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 3 —Integrating Source Material into a Text
	<p>CLE-1.F: Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.</p>	5; 10; 63; 65-66; 68-69; 73; 76; 111-112; 122; 288-Q8; 349-Q4; 372-Q5; 407-Q2; 556-Q6; 589-Q4; 652-653	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 4 —Using Evidence and Reasoning to Support a Thesis or Claim
	<p>CLE-1.G: Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience's emotions and values, and increases a writer's credibility.</p>	8-Q2; 63; 65-66; 69; 73; 76; 102-Q6; 111-112; 115-116; 122-125; 219-Q6; 373-Q7; 459-Q8; 535-Q7; 573-Q6; 656-657; 666; 669; 724-Q17; 727-Q30; 732-Q38; 733-Q40	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 4 —Using Evidence and Reasoning to Support a Thesis or Claim

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<p>Claims and Evidence (CLE)</p> <p>CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</p> <p>Claims and Evidence—Reading. Identify and describe the claims and evidence of an argument. 3.A: Identify and explain claims and evidence within an argument. 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. 3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>Claims and Evidence—Writing. Analyze and select evidence to develop and refine a claim. 4.A: Develop paragraphs comprised of a claim and evidence that supports the claim. 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>	<p>CLE-1.H: An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument.</p>	69; 85; 94-118; 111-112; 124; 169-Q7; 345-Q8; 673; 680	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 4 —Using Evidence and Reasoning to Support a Thesis or Claim
	<p>CLE-1.I: A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence.</p>	5; 53; 59-60; 108-110; 119; 467-Q4; 481-Q4; 627-Q3; 678; 729-Q31; 733-Q41; 753 (Theme) (Thesis)	Chapter 2 Assignments: Developing the Thesis Statement	Unit 1 —Planning and Organizing; Unit 4 —Developing an Effective Thesis or Claim
	<p>CLE-1.J: A writer's thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement. [NOTE: While the texts you assign your students to analyze may not always contain obvious thesis statements, they should each have a thesis. It can be good practice for students to write a thesis statement for such texts. On the AP Exam, a clear communication of the thesis is required in the student's essays.]</p>	10; 59-60; 119; 162-Q4; 349-Q3; 402-Q5; 407-Q4; 729-Q31; 733-Q41	Chapter 2 Assignments: Developing the Thesis Statement	Unit 1 —Planning and Organizing; Unit 4 —Developing an Effective Thesis or Claim
	<p>CLE-1.K: Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports.</p>	65-66; 69; 73; 105; 111-112; 122-125; 397-Q5; 677; 679; 680	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 4 —Using Logos (Logic) to Persuade Readers
	<p>CLE-1.L: Writers introduce source material by using commentary to properly integrate it into their line of reasoning.</p>	65-66; 68-69; 111-112; 124-125; 133; 135; 677; 679	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 4 —Using Logos (Logic) to Persuade Readers
	<p>CLE-1.M: Synthesis requires consideration, explanation, and integration of others' arguments into one's own argument.</p>	131-135; 652-653; 679; 735-741		Unit 3 —Integrating Source Material into a Text

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<p>Claims and Evidence (CLE)</p> <p>CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</p> <p>Claims and Evidence—Reading. Identify and describe the claims and evidence of an argument.</p> <p>3.A: Identify and explain claims and evidence within an argument.</p> <p>3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p> <p>3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>Claims and Evidence—Writing. Analyze and select evidence to develop and refine a claim.</p> <p>4.A: Develop paragraphs comprised of a claim and evidence that supports the claim.</p> <p>4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> <p>4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>	<p>CLE-1.N: Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.</p>	33-34; 69; 112; 133; 135; 664; 670; 671-675; 679; 680; 682-693; 724-Q14		Unit 3 —Integrating Source Material into a Text; Using Information Ethically and Legally
	<p>CLE-1.O: A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument.</p>	59-60; 119; 131-132; 481-Q4	Chapter 2 Assignments: Developing the Thesis Statement	Unit 4 —Developing an Effective Thesis or Claim
	<p>CLE-1.P: When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument.</p>	131-135; 652-653; 679; 735-741	Chapter 3 Assignments: Critiquing Sources	Unit 3 —Integrating Source Material into a Text
	<p>CLE-1.Q: A source provides information for an argument, and some sources are more reliable or credible than others.</p>	73; 112; 123-124; 132-133; 135; 661; 664-672	Chapter 3 Assignments: Critiquing Sources	Unit 3 —Evaluating Information and Sources; Unit 4 —Using Ethos (Credibility) to Persuade Readers
	<p>CLE-1.R: A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and expertise.</p>	5; 8-Q2; 59; 115; 133; 135; 266-Q3	Chapter 3 Assignments: Critiquing Sources	Unit 3 —Evaluating Information and Sources
	<p>CLE-1.S: When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the biases and limitations of the material and account for those limitations in their reasoning.</p>	4; 73; 76; 115-116; 123-124; 131-133; 135; 373-Q8; 671; 724-Q17; 724-Q24	Chapter 3 Assignments: Develop the Grounds for Your Claim	

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<p>Claims and Evidence (CLE)</p> <p>CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</p> <p>Claims and Evidence—Reading. Identify and describe the claims and evidence of an argument.</p> <p>3.A: Identify and explain claims and evidence within an argument.</p> <p>3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p> <p>3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>Claims and Evidence—Writing. Analyze and select evidence to develop and refine a claim.</p> <p>4.A: Develop paragraphs comprised of a claim and evidence that supports the claim.</p> <p>4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> <p>4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>	<p>CLE-1.T: The degree to which a source does or does not consider other positions reflects the degree to which that source is biased.</p>	123; 131; 133; 135; 263-Q7; 666; 669; 671	Chapter 3 Assignments: Critiquing Sources	Unit 3 —Evaluating Information and Sources
	<p>CLE-1.U: Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning.</p>	124; 662; 673		
	<p>CLE-1.V: A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations.</p>	64; 73; 112; 124-124; 126-127; 664		Unit 3 —Evaluating Information and Sources; Unit 4 —Developing an Effective Thesis or Claim
	<p>CLE-1.W: Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms.</p>	109-110; 120	Chapter 3 Assignments: Clarify Your Claim	Unit 4 —Developing an Effective Thesis or Claim; Developing an Effective Thesis or Claim; Using Logos (Logic) to Persuade Readers
	<p>CLE-1.X: Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument.</p>	110; 730-Q36	Chapter 3 Assignments: Clarify Your Claim	Unit 4 —Developing an Effective Thesis or Claim; Using Logos (Logic) to Persuade Readers
	<p>CLE-1.Y: Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about.</p>	59; 110; 115-116; 124; 255-Q4; 367-Q7; 372-Q4; 449-Q4; 481-Q4; 656-657; 677; 724-Q16; 724-Q17	Chapter 3 Assignments: Analyze Your Likely Readers; Refutation: Deal with Opposing Viewpoints	Unit 4 —Using Evidence and Reasoning to Support a Thesis or Claim

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<p>Claims and Evidence (CLE)</p> <p>CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</p> <p>Claims and Evidence—Reading. Identify and describe the claims and evidence of an argument.</p> <p>3.A: Identify and explain claims and evidence within an argument.</p> <p>3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p> <p>3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>Claims and Evidence—Writing. Analyze and select evidence to develop and refine a claim.</p> <p>4.A: Develop paragraphs comprised of a claim and evidence that supports the claim.</p> <p>4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> <p>4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>	<p>CLE-1.Z: Evidence and sources will either support, complement, or contradict a writer's thesis.</p>	68-69; 111; 122-125; 132-135; 675	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 4— Using Evidence and Reasoning to Support a Thesis or Claim
	<p>CLE-1.AA: Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence.</p>	115-116; 125-126; 449-Q4; 656-657; 727-Q29; 734-Q43; 734-Q44; 734-Q43	Chapter 3 Assignments: Refutation: Deal with Opposing Viewpoints	Unit 2— Evaluating Truth and Accuracy in a Text; Unit 4— Using Evidence and Reasoning to Support a Thesis or Claim
	<p>CLE-1.AB: When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument.</p>	126; 727-Q29; 734-Q45	Chapter 3 Assignments: Refutation: Deal with Opposing Viewpoints	Unit 4— Using Evidence and Reasoning to Support a Thesis or Claim
	<p>CLE-1.AC: When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.</p>	125-126; 166-Q11; 293-Q11; 373-Q8; 453-Q7; 727-Q29; 734-Q43; 734-Q45	Chapter 3 Assignments: Refutation: Deal with Opposing Viewpoints	Unit 4— Using Evidence and Reasoning to Support a Thesis or Claim
	<p>CLE-1.AD: When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid.</p>	125-126; 453-Q7; 481-Q4; 752 (Refutation)	Chapter 3 Assignments: Refutation: Deal with Opposing Viewpoints	Unit 4— Using Evidence and Reasoning to Support a Thesis or Claim
	<p>CLE-1.AE: Transitions may be used to introduce counterarguments.</p>	656-657; 734-Q43		Unit 2— Evaluating Truth and Accuracy in a Text
	<p>CLE-1.AF: Not all arguments explicitly address a counterargument.</p>	115-116; 118; 125-126		Unit 4— Using Evidence and Reasoning to Support a Thesis or Claim

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<p>Reasoning and Organization (REO)</p> <p>REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.</p> <p>Reasoning and Organization–Reading. Describe the reasoning, organization, and development of an argument.</p> <p>5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p>5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p>5.C: Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>Reasoning and Organization–Writing. Use organization and commentary to illuminate the line of reasoning in an argument.</p> <p>6.A: Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>6.B: Use transitional elements to guide the reader through the line of reasoning of an argument.</p> <p>6.C: Use appropriate methods of development to advance an argument.</p>	<p>REO-1.A: Writers may lead readers through a line of reasoning and then arrive at a thesis.</p>	60-64; 65; 114; 613-Q8; 751 (Order)		Unit 4 —Developing an Effective Thesis or Claim; Using Logos (Logic) to Persuade Readers
	<p>REO-1.B: Writers may express a claim and then develop a line of reasoning to justify the claim.</p>	59-60; 65-66; 109-110; 113; 122; 132; 134; 680; 751 (Order)	Chapter 3 Assignments: Clarify Your Claim	Unit 4 —Developing an Effective Thesis or Claim; Using Logos (Logic) to Persuade Readers
	<p>REO-1.C: Writers explain their reasoning through commentary that connects chosen evidence to a claim.</p>	65-66; 112; 122-123; 679; 727-Q28; 734-Q44	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 4 —Using Logos (Logic) to Persuade Readers
	<p>REO-1.D: Commentary explains the significance and relevance of evidence in relation to the line of reasoning.</p>	66; 110-112; 122; 679; 734-Q44	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 4 —Using Logos (Logic) to Persuade Readers
	<p>REO-1.E: The sequence of paragraphs in a text reveals the argument's line of reasoning.</p>	9-10; 65-66; 102-Q7; 113-114; 242-Q6; 392-Q6; 459-Q7; 481-Q6; 613-Q9; 627-Q8; 679; 680; 720-Q5; 725-Q19	Chapter 2 Assignments: Writing Body Paragraphs	
	<p>REO-1.F: Flaws in a line of reasoning may render an argument specious or illogical.</p>	73; 112; 126-128; 135; 680; 734-Q43	Chapter 3 Assignments: Develop the Grounds for Your Claim	Unit 2 —Evaluating Truth and Accuracy in a Text; Unit 4 —Using Logos (Logic) to Persuade Readers
	<p>REO-1.G: Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument.</p>	18-19; 53-54; 66-77; 95-117; 255-Q5; 353-Q7; 372-Q6; 397-Q7; 444-Q7; 613-Q6	Chapter 1 Assignments: Rhetorical Modes	Unit 1 —Planning and Organizing; Unit 2 —Evaluating the Effectiveness and Appropriateness of a Text
	<p>REO-1.H: Some typical methods of development are narration, cause-effect, comparison-contrast, definition, and description.</p>	18-19; 53-54; 66-77; 481-Q7; 481-Q8	Chapter 1 Assignments: Rhetorical Modes	Unit 1 —Planning and Organizing

Big Idea, Enduring Understanding, and Skills	Essential Knowledge	Citations in eBook	Online Chapter Assignments	Composition Essentials 3.0
<p>Reasoning and Organization (REO)</p> <p>REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.</p> <p>Reasoning and Organization–Reading. Describe the reasoning, organization, and development of an argument.</p> <p>5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p>5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p>5.C: Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>Reasoning and Organization–Writing. Use organization and commentary to illuminate the line of reasoning in an argument.</p> <p>6.A: Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>6.B: Use transitional elements to guide the reader through the line of reasoning of an argument.</p> <p>6.C: Use appropriate methods of development to advance an argument.</p>	<p>REO-1.I: When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences.</p>	61; 67-68; 152-156; 158-161; 189; 194-199; 200-Q7; 210-215; 220-222; 248-251; 264-265; 285-Q7; 298-305; 336-344; 386-391; 408-409; 410-412; 438-439; 460-463; 500-508; 580-588; 604-609; 614-617; 640-Q4	Chapter 1 Assignments: Rhetorical Modes	Unit 1 —Planning and Organizing
	<p>REO-1.J: When developing ideas through cause-effect, writers present a cause, assert effects or consequences of that cause, or present a series of causes and the subsequent effect(s).</p>	26-29; 72-73; 174-176; 344-Q7; 350-353; 379; 397-Q8; 446-448; 450-452; 453-Q8; 454-458; 468-480; 490; 494; 510-511; 523-534; 590-602; 618-620; 641-648; 746 (Causal analysis)	Chapter 1 Assignments: Rhetorical Modes	Unit 1 —Planning and Organizing
	<p>REO-1.K: When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.</p>	6-8; 62; 71-72; 98-102; 157-Q8; 169-Q6; 184; 202-208; 217-218; 219-Q8; 256-262; 263-Q6; 269-Q6; 290-292; 294-296; 297-Q7; 306-Q6; 330; 346-348; 354-366; 381; 393-397; 397-Q7; 399-401; 402-Q7; 407-Q7; 465-466; 512-513; 520-521; 522-Q5; 613-Q7; 747 (Comparison/contrast)	Chapter 1 Assignments: Rhetorical Modes	Unit 1 —Planning and Organizing
	<p>REO-1.L: When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations.</p>	63; 67; 73-74; 136-138; 164-165; 194-199; 210-215; 217-218; 219-Q10; 294-296; 298-305; 305-Q5; 367-Q8; 386-391; 392-Q7; 402-Q6; 429; 441-443; 460-463; 500-508; 522-Q6; 545-Q5; 589-Q5; 747 (Definition) (Description)	Chapter 1 Assignments: Rhetorical Modes	Unit 1 —Planning and Organizing

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<p>Reasoning and Organization (REO)</p> <p>REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.</p> <p>Reasoning and Organization–Reading. Describe the reasoning, organization, and development of an argument. 5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis. 5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. 5.C: Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>Reasoning and Organization–Writing. Use organization and commentary to illuminate the line of reasoning in an argument. 6.A: Develop a line of reasoning and commentary that explains it throughout an argument. 6.B: Use transitional elements to guide the reader through the line of reasoning of an argument. 6.C: Use appropriate methods of development to advance an argument.</p>	<p>REO-1.M: The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.</p>	65-77; 133; 242-Q8; 453-Q10; 680; 730-Q36; 734-Q44	Chapter 2 Assignments: Writing Body Paragraphs	Unit 1—Drafting
	<p>REO-1.N: Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.</p>	65-66; 70; 73; 85; 96-126; 117-Q4; 200-Q6; 242-Q6; 252-Q8; 285-Q7; 322-Q5; 345-Q9; 367-Q6; 392-Q8; 459-Q6; 627-Q8; 680; 747 (Coherence)	Chapter 2 Assignments: Writing Body Paragraphs	Unit 1—Drafting
	<p>REO-1.O: Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.</p>	23; 138-Q6; 242-Q9; 247-Q6; 266-Q4; 268-Q4; 421-Q5; 422-Q2; 440-Q3; 464-Q8; 513-Q4; 535-Q6; 560-Q6; 573-Q10; 603-Q8; 640-Q5; 649-Q4; 654-655	Chapter 1 Assignments: Rhetorical Devices	Unit 1—Drafting
	<p>REO-1.P: Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.</p>	66; 67; 70; 73; 92-Q9; 255-Q7; 305-Q4; 318-Q6; 613-Q7; 613-Q8; 680; 727-Q27; 729-Q32; 730-Q36; 754 (Transition)		Unit 1—Drafting
	<p>REO-1.Q: Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.</p>	66; 70; 73; 255-Q7; 464-Q7; 613-Q7; 613-Q8; 677; 680; 729-Q32; 754 (Transition)		Unit 1—Drafting

Big Idea, Enduring Understanding, and Skills	Essential Knowledge	Citations in eBook	Online Chapter Assignments	Composition Essentials 3.0
<p>Style (STL)</p> <p>STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.</p> <p>Style–Reading. Explain how writers’ stylistic choices contribute to the purpose of an argument.</p> <p>7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>Style–Writing. Select words and use elements of composition to advance an argument.</p> <p>8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>8.B: Write sentences that clearly convey ideas and arguments.</p> <p>8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>	<p>STL-1.A: Words have both connotative and denotative meanings.</p>	20; 96–125; 127; 318–Q4; 609–Q7; 613–Q5; 655; 747 (Connotation/denotation)	Chapter 1 Assignments: Rhetorical Devices	Unit 2 —Evaluating Truth and Accuracy in a Text
	<p>STL-1.B: Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.</p>	20–21; 200–Q7; 215–Q8; 268–Q3; 424–Q5; 449–Q7; 463–Q4; 487–Q9; 609–Q6; 620–Q5; 730–Q35	Chapter 3 Assignments: Establish Your Tone	Unit 5 —Parts of Speech; Adjectives and Adverbs
	<p>STL-1.C: Precise word choice reduces confusion and may help the audience perceive the writer’s perspective.</p>	8–Q4; 20–21; 54; 59; 67–68; 121; 424–Q5; 680; 730–Q35; 748 (Diction); 749 (General/specific words)		Unit 1 —Revising
	<p>STL-1.D: A writer’s tone is the writer’s attitude or feeling about a subject, conveyed through word choice and writing style.</p>	8–Q3; 13–Q4; 19–24; 37; 54; 92–Q6; 121; 162–Q6; 263–Q5; 369–Q6; 374–Q9; 407–Q6; 444–Q5; 538–Q5; 603–Q6; 620–Q7; 730–Q35; 753 (Tone)	Chapter 2 Assignments: Choosing an Appropriate Tone; Chapter 3 Assignments: Establish Your Tone	Unit 4 —Using Pathos (Emotion) to Persuade Readers
	<p>STL-1.E: Readers infer a writer’s tone from the writer’s word choice, and especially the positive, negative, or other connotations of those words.</p>	8–Q4; 20–21; 54; 127; 200–Q5; 215–Q4; 242–Q4; 252–Q9; 285–Q4; 288–Q7; 318–Q8; 324–Q7; 421–Q5; 459–Q4; 459–Q5; 513–Q5; 576–Q6; 603–Q6; 620–Q4; 627–Q7	Chapter 2 Assignments: Choosing an Appropriate Tone; Chapter 3 Assignments: Establish Your Tone	Unit 4 —Using Pathos (Emotion) to Persuade Readers
	<p>STL-1.F: A writer’s shifts in tone from one part of a text to another may suggest the writer’s qualification, refinement, or reconsideration of their perspective on a subject.</p>	208–Q6; 444–Q6; 575–576; 603–Q7; 627–Q2		
	<p>STL-1.G: Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent.</p>	24; 95–121		Unit 5 —Phrases, Clauses, and Fragments; Sentence Types

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<p>Style (STL)</p> <p>STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.</p> <p>Style–Reading. Explain how writers’ stylistic choices contribute to the purpose of an argument.</p> <p>7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>Style–Writing. Select words and use elements of composition to advance an argument.</p> <p>8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>8.B: Write sentences that clearly convey ideas and arguments.</p> <p>8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>	<p>STL-1.H: The arrangement of sentences in a text can emphasize particular ideas.</p>	9; 24; 60-61; 65-66; 113-114; 226-Q6; 459-Q6; 748 (Emphasis)		Unit 1 —Drafting
	<p>STL-1.I: Subordination and coordination are used to express the intended relationship between ideas in a sentence.</p>	680; 747 (Coordination)		Unit 7 —Coordination and Subordination
	<p>STL-1.J: Writers frequently use coordination to illustrate a balance or equality between ideas.</p>	95-119; 747 (Coordination)		Unit 7 —Coordination and Subordination
	<p>STL-1.K: Writers frequently use subordination to illustrate an imbalance or inequality between ideas.</p>	242-Q1; 753 (Subordination)		Unit 7 —Coordination and Subordination
	<p>STL-1.L: The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.</p>	19; 22-24; 97-Q10; 424-Q6; 464-Q7; 464-Q8; 560-Q7; 560-Q8; 560-Q9; 655; 727-Q27; 733-Q42; 748 (Emphasis)		Unit 5 —Phrases, Clauses, and Fragments
	<p>STL-1.M: Grammar and mechanics that follow established conventions of language enable clear communication.</p>	86; 680; 729-Q33		Unit 5 —Parts of Speech; Pronoun-Antecedent Agreement; Subject-Verb Agreement; Mixed Constructions; Verb Tense and Voice Shifts; Unit 8 —Sentence Structure and Word Order
	<p>STL-1.N: Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.</p>	9; 19; 182-Q8; 320-Q2		Unit 5 —Fused (Run-on) Sentences and Comma Splices
	<p>STL-1.O: Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer’s purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.</p>	13-Q5; 19; 97-Q9; 183-Q10; 208-Q5; 215-Q5; 252-Q9; 320-Q1; 409-Q4; 423-Q4; 560-Q8; 560-Q9; 720-Q4		Unit 6 —Commas; Semicolons; Colons; End Punctuation; Quotation Marks; Dashes; Parentheses; Hyphens

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<p>Style (STL)</p> <p>STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.</p> <p>Style–Reading. Explain how writers’ stylistic choices contribute to the purpose of an argument.</p> <p>7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>Style–Writing. Select words and use elements of composition to advance an argument.</p> <p>8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>8.B: Write sentences that clearly convey ideas and arguments.</p> <p>8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>	<p>STL-1.P: Some design features, such as italics or boldface, create emphasis.</p>	9; 97-Q5; 162-Q7; 208-Q5; 269-Q5; 371-Q2		Unit 6 —Italics
	<p>STL-1.Q: A writer’s style is made up of the mix of word choice, syntax, and conventions employed by that writer.</p>	19-23; 54; 117-Q9; 121; 178-Q1; 200-Q7; 215-Q7; 252-Q7; 293-Q6; 407-Q6; 464-Q7; 488-Q10; 573-Q8; 589-Q7; 753 (Style)	Chapter 1 Assignments: Rhetorical Devices	Unit 7 —Word Choice
	<p>STL-1.R: Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers’ expectations or values.</p>	21-22; 41-42; 162-Q8; 200-Q9; 306-Q7; 515-Q3; 519-Q4; 589-Q6; 620-Q6; 627-Q2; 627-Q4; 627-Q5; 627-Q6; 627-Q7; 627-Q8; 627-Q9; 750 (Irony)	Chapter 1 Assignments: Rhetorical Devices	
	<p>STL-1.S: Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.</p>	110; 120	Chapter 3 Assignments: Qualify Your Claim	Unit 5 —Dangling and Misplaced Modifiers
	<p>STL-1.T: Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose.</p>	300-301; 721-Q9; 751 (Parenthetical)		Unit 6 —Parentheses