

**Format for Correlation to the English Language Arts Common Core Georgia Performance Standards
2013 State of Georgia Instructional Materials Review Process
Grades K-12 ELA/Reading/Literacy CCGPS**

ELA CCGPS – Grades Eleven & Twelve

Title of Textbook: Expository Composition: Discovering Your Voice

State-Funded Course Number: 23.03400

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Reading Literary (RL) Grades Eleven/Twelve

Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
Key Ideas and Details		
ELACC11-12RL1	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.	<u>Student Edition:</u> 376, 377-380 <u>Teacher’s Guide:</u> 154, 157, 165-167
ELACC11-12RL2	Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<u>Student Edition:</u> 376, 377-380 <u>Teacher’s Guide:</u> 154, 157, 165-167
ELACC11-12RL3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<u>Student Edition:</u> 376, 377-380
Craft and Structure		
ELACC11-12RL4	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.)	<u>Student Edition:</u> 380 <u>Teacher’s Guide:</u> 154, 157
ELACC11-12RL5	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.	<u>Student Edition:</u> 376, 377-380 <u>Teacher’s Guide:</u> 154, 157
ELACC11-12RL6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 144, 454-455, 483 <u>Teacher’s Guide:</u> 154
Integration of Knowledge and Ideas		
ELACC11-12RL7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)	This objective falls outside the scope of this program.
ELACC11-12RL8	(Not applicable to literature)	
ELACC11-12RL9	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.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 376, 377-379 <u>Teacher’s Guide:</u> 165-167

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	Range of Reading and Level of Text Complexity	
ELACC11-12RL10	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, in the grades 11-CCR text complexity band independently and proficiently.	<u>Student Edition:</u> 376, 379-380 <u>Teacher's Guide:</u> 112, 153-154, 156-157, 162-164

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Reading Informational (RI) Grades Eleven/Twelve

Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
Key Ideas and Details		
ELACC11-12RI1	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.	This objective is addressed throughout. See, for example: <u>Student Edition:</u> 23, 80, 115, 158, 204, 258, 274, 310, 438, 472 <u>Teacher's Guide:</u> 6, 22, 42, 57, 82, 97, 110, 122, 198
ELACC11-12RI2	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.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 73, 104, 155, 198, 226, 313, 360, 393, 468, 480 <u>Teacher's Guide:</u> 97, 160
ELACC11-12RI3	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.	<u>Student Edition:</u> 156, 184, 187, 192, 219
Craft and Structure		
ELACC11-12RI4	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).	<u>Student Edition:</u> 23, 37, 73, 86, 104, 127, 152, 303, 385, 438, 468 <u>Teacher's Guide:</u> 6, 10, 21, 45, 59, 82, 85, 95, 98, 108, 112, 121, 123, 198
ELACC11-12RI5	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.	This objective is addressed throughout. See, for example: <u>Student Edition:</u> 23, 69, 115, 168, 221, 262, 303, 360, 405, 464 <u>Teacher's Guide:</u> 23, 45, 59, 83, 101, 117, 128, 140, 190, 202
ELACC11-12RI6	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.	This objective is addressed throughout. See, for example: <u>Student Edition:</u> 23, 65, 121, 192, 225, 265, 325, 405, 464, 483 <u>Teacher's Guide:</u> 7, 20, 41, 56, 80, 99, 117, 140, 174, 191

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Integration of Knowledge and Ideas		
ELACC11-12RI7	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.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 434, 436, 438, 440, 441, 443, 444, 446 <u>Teacher's Guide:</u> 190, 191, 192, 193, 194
ELACC11-12RI8	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.)	<u>Student Edition:</u> 299-303 <u>Teacher's Guide:</u> 121-122
ELACC11-12RI9	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.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 156-158, 183-184, 299-303 <u>Teacher's Guide:</u> 51, 80, 118-119, 120-121
Range of Reading and Level of Text Complexity		
ELACC11-12RI10	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 in the grades 11-CCR text complexity band independently and proficiently.	This objective is addressed throughout. See, for example: <u>Student Edition:</u> 21, 62-65, 105-110, 156-158, 222-226, 256-258, 299-303 <u>Teacher's Guide:</u> 22, 41, 65, 80, 96-97, 109, 121-122, 160-161, 173, 191

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Writing (W) Grades Eleven/Twelve

Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
	Text Types and Purposes	
ELACC11-12W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	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.	<u>Student Edition:</u> 140, 296-298 <u>Teacher's Guide:</u> 120
	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.	<u>Student Edition:</u> 140-141, 296-298 <u>Teacher's Guide:</u> 120

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	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.	<u>Student Edition:</u> 135-137, 139, 141, 212, 295
	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.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 430 <u>Teacher's Guide:</u> 120
	e. Provide a concluding statement or section that follows from and supports the argument presented.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 140-141, 296-298, 291 <u>Teacher's Guide:</u> 120
ELACC11-12W2	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.	
	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.	<u>Student Edition:</u> 19-20, 140-141, 180-181, 214-216, 251-252, 352-353, 377-379, 402-403 <u>Teacher's Guide:</u> 79, 92-93, 131-132, 136-138, 139 <u>Grammar, Usage and Punctuation Handbook:</u> 531-538
	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.	<u>Student Edition:</u> 19-20, 140-141, 180-181, 214-216, 251-252, 352-353, 377-379, 402-403 <u>Teacher's Guide:</u> 79, 92-93, 131-132, 136-138
	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.	<u>Student Edition:</u> 139, 141, 181, 216, 353, 379, 403 <u>Teacher's Guide:</u> 171-172
	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<u>Student Edition:</u> 48-51, 52-54, 55-59, 460
	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.	<u>Student Edition:</u> 182, 430, 460 <u>Teacher's Guide:</u> 106-107
	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).	<u>Student Edition:</u> 291, 348, 287, 461
ELACC11-12W3	ELACCL11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
	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.	<u>Student Edition:</u> 93, 98, 99-100

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	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<u>Student Edition:</u> 48, 60-61, 98, 99-100 <u>Teacher’s Guide:</u> 16, 17, 20, 35, 36-37, 76
	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).	<u>Student Edition:</u> 60-61 <u>Grammar, Usage and Punctuation Handbook:</u> 538
	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<u>Student Edition:</u> 56, 60-61, 100, 430 <u>Teacher’s Guide:</u> 36-37, 48, 76
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 94-96, 101
Production and Distribution of Writing		
ELACC11-12W4	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.)	<u>Student Edition:</u> 19-20, 60-61, 100, 140-141, 180-181, 214-216, 251-252, 296-298, 352-353, 377-380, 402-403, 429-431, 459-461
ELACC11-12W5	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.)	<u>Student Edition:</u> 19-20, 61, 99, 100, 140-141, 180-181, 214-216, 251-252, 296-298, 352-353, 377-380, 402-403, 429-431, 459-461 <u>Teacher’s Guide:</u> 131-132, 133-135, 136-137, 138, 139, 147, 148-149, 155, 165, 166, 167, 168
ELACC11-12W6	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.	<u>Student Edition:</u> 429-431 <u>Teacher’s Guide:</u> 184, 185-186, 187-188
Research to Build and Present Knowledge		
ELACC11-12W7	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.	<u>Student Edition:</u> 352-353, 377-380 <u>Teacher’s Guide:</u> 133-135, 136-138, 139, 155, 158, 161-162
ELACC11-12W8	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 over reliance on any one source and following a standard format for citation.	<u>Student Edition:</u> 352-353, 377-378 <u>Teacher’s Guide:</u> 133-135, 136-138, 139, 145, 146, 147, 148-149, 150, 155
ELACC11-12W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	a. Apply <i>grades 11–12 Reading Standards to literature</i> (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”).	<u>Student Edition:</u> 376, 379-380 <u>Teacher’s Guide:</u> 154, 157, 161-162, 165-167

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	<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., <i>The Federalist</i>, presidential addresses]”).</p>	<p>This objective is addressed throughout. See, for example: <u>Student Edition:</u> 23, 82, 127, 198, 258, 310, 385, 407, 438, 483 <u>Teacher’s Guide:</u> 7-8, 21-22, 42, 57, 80, 94, 110, 122-123, 157, 200</p>
Range of Writing		
<p>ELACC11-12W10</p>	<p>ELACC11-12W10: 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>This objective is addressed throughout. See, for example: <u>Student Edition:</u> 10, 60-61, 98, 139, 180-181, 208, 251-252, 352-353, 395, 428, 459-461 <u>Teacher’s Guide:</u> 3-4, 23, 38-39, 55, 77, 92-93, 107, 129, 139, 165</p>

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Speaking and Listening (SL) Grades Eleven/Twelve

Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
	Comprehension and Collaboration	
ELACC11-12SL1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.	This objective is addressed throughout. See, for example: <u>Student Edition:</u> 23, 65, 115, 152-153, 219, 262, 313, 380, 434 <u>Teacher's Guide:</u> 2, 22, 42, 49-50, 79, 90, 104-105, 121-122, 160-161, 200
	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.	This objective is addressed throughout. See, for example: <u>Student Edition:</u> 23, 65, 115, 152-153, 219, 262, 313, 380, 434 <u>Teacher's Guide:</u> 6, 22, 42, 56, 80, 95, 110, 121-122, 160-161, 200
	b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 23, 65, 115, 152-153, 219, 262, 313, 380, 434 <u>Teacher's Guide:</u> 37-38, 49-50, 53, 54, 91-92, 104-105, 119, 170-171
	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.	<u>Student Edition:</u> 20, 61, 100-101, 141, 182, 216, 253, 298, 353, 403, 431, 461 <u>Teacher's Guide:</u> 37-38, 135-136, 145
	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.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 20, 65, 115, 152-153, 216, 262, 313, 353, 403, 461 <u>Teacher's Guide:</u> 53, 90, 104-105, 170-171
ELACC11-12SL2	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.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 460 <u>Teacher's Guide:</u> 118-119
ELACC11-12SL3	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.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 299-303, 471-472 <u>Teacher's Guide:</u> 52, 118-119

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	Presentation of Knowledge and Ideas	
ELACC11-12SL4	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 or formal and informal tasks.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 296-298 <u>Teacher's Guide:</u> 52, 120
ELACC11-12SL5	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.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 428, 429-431 <u>Teacher's Guide:</u> 185
ELACC11-12SL6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 428, 430 <u>Teacher's Guide:</u> 52, 184

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Language (L) Grades Eleven/Twelve

Standard Number	Standard	Where Taught (If print component, cite page number, if non-print cite appropriate location.)
	Conventions of Standard English	
ELACC11-12L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 366-367, 476 <u>Grammar, Usage and Punctuation Handbook:</u> 484-493, 494-508
	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 English</i>) as needed.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 2, 3-9 <u>Grammar, Usage and Punctuation Handbook:</u> 484-493, 494-508
ELACC11-12L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
	a. Observe hyphenation conventions.	<u>Grammar, Usage and Punctuation Handbook:</u> 526-528

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	b. Spell correctly.	The opportunity to address this objective is available. See, for example: <u>Student Edition:</u> 177, 33, 348-349
	c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	<u>Student Edition:</u> 33, 348, 349, 378 <u>Grammar, Usage and Punctuation Handbook:</u> 508-530
Knowledge of Language		
ELACC11-12L3	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.	
	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.	<u>Student Edition:</u> 59, 246, 348, 397, <u>Grammar, Usage and Punctuation Handbook:</u> 484-493
Vocabulary Acquisition and Use		
ELACC11-12L4	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.	
	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.	<u>Student Edition:</u> 241 <u>Teacher’s Guide:</u> 9
	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).	This objective falls outside the scope of this program.
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.	<u>Student Edition:</u> 60-61, 242
	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).	<u>Student Edition:</u> 60-61, 242
ELACC11-12L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<u>Student Edition:</u> 23, 144, 483
	b. Analyze nuances in the meaning of words with similar denotations.	<u>Student Edition:</u> 55, 231 <u>Teacher’s Guide:</u> 98
ELACC11-12L6	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.	<u>Student Edition:</u> 60-61, 152