



Champion of IDEAS

Levels Red, Blue, Yellow

correlated to

Common Core State Standards Initiative English Language Arts Grade 11/12



Champion Red Level
(Beginning - Early Intermediate)



Champion Blue Level
(Intermediate)



Champion Yellow Level
(Early Advanced - Advanced)

Champion of IDEAS
Levels Red, Blue, Yellow
 correlated to
Common Core State Standards - English Language Arts
Grade 11/12

Reading Standards for Literature 11–12	Red Level	Blue Level	Yellow Level
<i>Key Ideas and Details</i>			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	TE: 32, 38, 90, 172, 237, 346, 416, 545	TE: 46, 85, 111	TE: 182, 194
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	TE: 172, 237, 280, 346, 520, 546	Related Content: TE: 46, 85	TE: 180, 192
3. 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).	TE: 312-313, 385-386	TE: 46, 84-85, 89	TE: 110
<i>Craft and Structure</i>			
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	TE: 29, 37, 87, 171, 235, 345, 414, 544-545	TE: 45, 83, 109	TE: 182, 194
5. 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.	TE: 370, 237	Related Content: TE: 110	Related Content: TE: 110
6. 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).	TE: 280	Related Content: TE: 47, 85	TE: 110

Reading Standards for Literature 11–12, cont.	Red Level	Blue Level	Yellow Level
Integration of Knowledge and Ideas			
7. 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 and one play by an American dramatist.)	n/a	n/a	n/a
8. (Not applicable to literature)			
9. 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.	n/a	n/a	n/a
Range and Level of Text Complexity			
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.	TE: 31, 38, 90, 172, 237, 346, 415, 545	TE: 46, 84-85, 111	TE: 182, 194
Reading Standards for Informational Text 11–12			
Key Ideas and Details			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	TE: 45, 60, 68, 72, 78, 106, 195, 227, 245, 310, 378, 402, 503, 510, 531	TE: 35, 58, 72, 96, 135, 150, 160, 186, 196, 203, 219, 229, 237, 249, 260	TE: 34, 47, 66, 77, 95, 105, 122, 131, 154, 166, 210, 220, 237, 247
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	TE: 46, 73-74, 79, 127, 301, 337-338, 402-403, 434-435, 469, 478	TE: 124-125, 132-133, 167-168, 234-235, 266-267	TE: 65-66, 77, 95, 104, 122, 131, 150, 163, 207-208
3. 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.	TE: 149, 164, 185, 195, 217-218, 227, 338, 416, 451	TE: 236-237 Related Content: TE: 149-150	TE: 44-45, 63, 120, 234-235

Reading Standards for Informational Text 11–12, cont.	Red Level	Blue Level	Yellow Level
<i>Craft and Structure</i>			
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	TE: 44, 59, 66, 86, 193, 309, 376, 382, 401, 408, 433, 444, 502, 509, 529	TE: 33, 56, 95, 149, 159, 185, 195, 203, 218, 228, 236, 248, 259, 268, 280	TE: 33, 46, 64, 76, 94, 104, 121, 130, 152, 165, 209, 219, 236, 246
5. 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.	TE: 197, 207, 212, 229-230	TE: 124-125	TE: 187-188
6. 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.	TE: 165, 195, 196-197, 207, 212, 229-230, 245, 301	TE: 47, 85, 123, 125	TE: 34, 46, 65, 94, 121, 131, 153, 165, 169, 210, 220, 236, 239, 240, 246
<i>Integration of Knowledge and Ideas</i>			
7. 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.	TE: 86, 122, 142, 165, 192, 224, 279, 359, 369, 400, 466	TE: 55, 95, 110-111, 194, 237, 287	TE: 34, 46, 65, 75, 94, 122, 153
8. 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).	TE: 197-198, 207, 212, 229-230	TE: 124-125, 223	TE: 187-188
9. 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.	n/a	n/a	n/a
<i>Range and Level of Text Complexity</i>			
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.	TE: 45, 60, 195, 227, 244, 310, 318, 325, 378, 402, 409, 433, 502, 509, 531	TE: 58, 72, 96, 135, 150, 160, 185, 196, 203, 219, 228, 236, 248, 259, 268	TE: 34, 47, 65, 77, 94, 104, 122, 131, 153, 165, 210, 220, 236, 246

Writing Standards 11–12	Red Level	Blue Level	Yellow Level
<i>Text Types and Purposes</i>			
1. 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.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
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.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
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.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
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.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
e. Provide a concluding statement or section that follows from and supports the argument presented.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
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.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
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.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
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.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250

Writing Standards 11–12, cont.	Red Level	Blue Level	Yellow Level
<i>Text Types and Purposes, cont.</i>			
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
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.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
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).	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
3. 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.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
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).	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100

Writing Standards 11–12, cont.	Red Level	Blue Level	Yellow Level
<i>Production and Distribution of Writing</i>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TE: 150-151, 186, 266, 280-281, 326-327, 393-393, 410-411, 447, 511, 539-540, 552	TE: 90-91, 115-116, 128-129, 154-155, 163-164, 208-209, 238-239, 253, 262-263	TE: 39, 70-71, 82, 88, 100, 170-171, 187-188, 197, 239, 249-250
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	TE: 128, 150-151, 230, 266, 280-281, 326-327, 392-393, 410-411, 447, 511, 539-540, 552	TE: 115-116, 128-129, 155, 208-209, 239, 262-263, 270-271	TE: 70-72, 82, 188, 197, 239
6. 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.	TE: 186, 266, 326-327, 392-393, 410-411, 447, 511, 539-540, 552	TE: 61, 91, 155, 208-209, 239, 253	Related Content: TE: 70-72, 82, 188, 197, 239
<i>Research to Build Knowledge</i>			
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	TE: 51, 78, 114-115, 149, 185, 213, 217, 265-266, 325, 360, 410, 419, 491, 551	TE: 97, 115, 136-137, 170, 206-207, 238, 252, 253, 270, 283, 298	TE: 71, 82, 171, 197
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	TE: 457-458, 490-492	TE: 115, 206-208	TE: 71, 82, 171, 197
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply <i>grades 11–12 Reading standards</i> 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”).	n/a	Related Content: TE: 84	n/a
b. Apply <i>grades 11–12 Reading standards</i> 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]”).	TE: 52, 265-266	TE: 208-209	TE: 188

Writing Standards 11–12, cont.	Red Level	Blue Level	Yellow Level
Range of Writing			
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	TE: 150-151, 186, 266, 280-281, 326-327, 393-393, 410-411, 447, 511, 539-540, 552	TE: 90-91, 115-116, 128-129, 154-155, 163-164, 208-209, 238-239, 253, 262-263	TE: 39, 70-71, 82, 88, 100, 170-171, 187-188, 197, 239, 249-250
Speaking and Listening Standards 11–12			
Comprehension and Collaboration			
1. 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.			
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.	TE: 77, 172-173, 298, 344, 357, 432-433, 457, 478, 485-486, 490, 492	TE: 32, 70, 183, 194, 207-208, 227, 258	TE: 31, 51-53, 72, 103, 110, 135, 170, 197, 250
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	TE: 46, 109, 480	Related Content: TE: 32, 70, 158, 183, 295	TE: 164, 197
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.	TE: 28, 109, 113, 144, 215, 244-255, 253, 316-317, 351, 416, 431, 451, 458, 515-516	TE: 35, 46, 73, 85, 111, 123, 150, 160, 186, 196, 219, 229, 249, 260, 281	TE: 31, 51-52, 72, 76, 103, 110, 165, 170, 197, 250
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.	TE: 74, 298, 344, 351, 357-358, 432, 458, 466-467, 490, 492	TE: 32, 70, 183, 194, 207-208	TE: 31, 51, 76, 103, 164, 170, 187, 197, 250
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	TE: 316, 323, 334, 357, 368, 376, 390, 408, 419, 438, 442	TE: 32, 70, 158, 183, 198-199, 284-285, 295	TE: 34, 40, 46, 65, 75, 94, 122, 153, 158-159
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	TE: 165-166, 172-173, 195, 196-198, 207, 212, 229-230, 266	TE: 291-292	TE: 52, 135, 159, 164, 169, 187

Speaking and Listening Standards 11–12, cont.	Red Level	Blue Level	Yellow Level
Presentation of Knowledge and Ideas			
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	TE: 45, 73, 107, 143, 186, 213, 247, 286, 361, 373, 422, 459, 472, 533, 546	TE: 51-52, 62, 78, 99, 117, 129, 138, 155, 164, 171, 198-199, 283-284, 291	TE: 40, 46, 51-52, 126, 135, 158-159, 170
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	TE: 45, 73, 107, 143, 181, 186, 247, 213, 253, 286, 373, 379	TE: 62, 78, 91, 99, 117, 129, 138, 155, 164, 171, 198-199, 283-289, 299	TE: 40, 158
6. 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 on page 54 for specific expectations.)	TE: 166-167, 270, 340-341, 372-373, 433-434, 469	TE: 70, 158, 190, 258	TE: 31, 168-169
Language Standards 11–12			
Conventions in Writing and Speaking			
1. 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	TE: 166-167, 171, 270, 340-341, 372-373, 433, 469	TE: 70, 190	TE: 31
b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	Related Content: TE: 37, 68, 164, 193, 228, 271, 335, 382, 408, 446, 477, 501-502, 514, 544	Related Content: TE: 38-39, 50, 112-113, 151, 153, 162, 186, 189, 197, 220, 230, 289, 291	Related Content: TE: 31, 33, 48, 77, 81, 103, 121, 125, 158, 185, 196, 211, 219, 236, 246
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Observe hyphenation conventions.	n/a	n/a	See SE: Appendix D, p. 163
b. Spell correctly.	TE: 186, 213, 411, 477, 511, 540, 552	TE: 91, 99, 116, 129, 155, 164, 190, 209, 239, 253, 263, 271	Related Content: TE: 72, 82, 100, 126, 170, 188, 224, 241, 250

Language Standards 11–12, cont.	Red Level	Blue Level	Yellow Level
Knowledge of Language			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
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.	TE: 69, 101-102, 133, 139, 167, 204, 303, 360-361, 436-437, 550, 551	TE: 237, 269, 290	TE: 51, 67-69, 72, 78, 81, 98, 133, 154, 169
Vocabulary Acquisition and Use			
4. 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.	TE: 69, 210, 226, 244, 378, 382, 414-415, 444, 477, 545	TE: 38, 50, 88, 112, 153, 186, 197, 220, 249, 260, 281, 282, 289, 291	TE: 62, 78, 81, 91-92, 96, 105, 122-123, 157, 168, 195, 211, 238, 247
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).	TE: 211, 227, 403, 415, 503, 529	TE: 38, 127, 222, 230, 282	TE: 48, 63, 93, 124, 132, 158, 169, 187, 196, 213, 223, 239, 248
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	TE: 29, 32, 61, 97, 123, 136, 205, 265, 299, 352, 382, 401, 484, 514, 539	TE: 33, 50, 112-113, 134, 153, 162, 186, 189, 197, 222, 229, 249, 260, 281, 289	TE: 32, 36, 46, 67, 94, 105, 124, 152, 187, 209, 221, 236, 245, 247, 249
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).	TE: 37, 68, 164, 193, 228, 271, 335, 382, 408, 446, 477, 501-502, 514, 544	TE: 38-39, 50, 112-113, 151, 153, 162, 186, 189, 197, 220, 230, 289, 291	TE: 31, 33, 48, 77, 81, 103, 121, 125, 158, 185, 196, 211, 219, 236, 246
5. 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.	TE: 71, 234-235, 238, 308-309, 340-341, 348, 531, 545, 546	TE: 44-45, 52, 78, 82, 98, 108, 121-122, 184, 227, 247, 258, 270	TE: 47, 75-76, 95-96, 100, 110, 115, 153, 165-166, 185-187, 196, 247-248
b. Analyze nuances in the meaning of words with similar denotations.	TE: 134-135	TE: 31, 35, 38, 39-40, 50, 88	TE: 33, 37, 97, 105-106, 109

<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 119, 189</p> <p>Related Content: TE: 29, 43, 66, 110, 172, 202, 234, 279, 310, 382, 442, 470, 510, 531, 545</p>	<p>Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 26, 103</p> <p>Related Content: TE: 70</p>	<p>Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 58, 146</p> <p>Related Content: TE: 31, 51-53</p>
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