A Correlation of

Writing America
Language and Composition in Context
AP® Edition

To the

Common Core Standards
for English Language Arts
Grades 11–12

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### 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.**
   - **SE:** Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to cite strong and thorough textual evidence. Some examples from literature selections include pages 466, 539, 563, 643, 671, 936, 959.

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.**
   - **SE:** Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to identify and analyze the central themes and ideas of a text. Some examples from literature selections include pages 335, 453, 643, 898, 936.

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).**
   - **SE:** Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to analyze the author’s key choices. Some examples from literature selections include pages 301, 335, 670, 757, 783, 936.

### Craft and Structure

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.)**
   - **SE:** Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to determine the meaning of words and phrases as they are used in the text. Some examples from literature selections include pages 249, 548, 606, 643, 757, 936.

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<td>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.</td>
<td>SE: Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to analyze an author’s choices concerning structure. Some examples from literature selections include pages 38, 54, 103, 226, 335, 783, 959</td>
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<tr>
<td>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</td>
<td>SE: Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to distinguish between the direct and intended meaning of text. Some examples from literature selections include pages 223, 487, 502, 563, 630, 757, 962</td>
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**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.) | SE: The following pages prepare students to meet this standard: 179, 335 |

**Seventeenth, Eighteenth- and Early-Nineteenth-Century American 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. | SE: The readings in Writing America, AP Edition, are arranged chronologically with contemporary commentaries at the end of each unit. This structure provides students many opportunities to see how texts from the same period treat similar themes or topics. At the end of each unit are activities that have students analyze and compare selections. See pages 283, 414–415, 606–607, 732–733, 852–853, 965–967 |
# Common Core Standards for English Language Arts, Grades 11-12

|----------------------------------------------|-----------------------------------------------|

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.

## English Language Arts Standards » Reading: Informational Text » Introduction

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

## English Language Arts Standards » Reading: Informational Text » Grade 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.

   SE: Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to cite strong and thorough textual evidence. Some examples from informational text selections include pages 261, 266, 539, 563, 745, 824

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.

   SE: Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to identify and analyze two or more central ideas of a text. Some examples from informational text selections include pages 239, 245, 261, 745, 84

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.

   SE: Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to analyze and explain sets of ideas or events. Some examples from informational text selections include pages 239, 244–245, 254, 261, 731, 745

SE = Student Edition
## Craft and Structure

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<tr>
<td>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 faction in Federalist No. 10).</td>
<td><strong>SE:</strong> Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to determine the meaning of words and phrases in a text. Some examples from informational text selections include pages 239, 374, 379, 409, 928, 930</td>
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<td>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.</td>
<td><strong>SE:</strong> Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to analyze and evaluate structure. Some examples from informational text selections include pages 239, 254, 266, 374, 591, 731, 745, 930</td>
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<tr>
<td>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.</td>
<td><strong>SE:</strong> Many of the Read, Write, and Connect activities found at the end of every selection offer students opportunities to determine an author's purpose or point of view. Some examples from informational text selections include pages 239, 254, 374, 379, 403, 824, 930</td>
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## Integration of Knowledge and Ideas

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<td>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.</td>
<td><strong>SE:</strong> 239–245, 266–272, 438–442, 928–930, 932–933</td>
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<td>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., The Federalist, presidential addresses).</td>
<td><strong>SE:</strong> 76–77, 589–591, 736–745, 805–824, 928–930, 962–965</td>
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### Common Core Standards for English Language Arts, Grades 11-12

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<th>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.</th>
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<td><strong>SE:</strong> 76–77, 97, 235–239</td>
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### Range of Reading and Level of Text Complexity

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<th>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.</th>
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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.
## English Language Arts Standards » Writing » Introduction

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

### English Language Arts Standards » Writing » Grade 11-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.  
  **SE:** Chapter 5, Argument, prepares students to meet this standard. See pages 107–126

- 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.  
  **SE:** Chapter 5, Argument, prepares students to meet this standard. See pages 107–126

- 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.  
  **SE:** Chapter 5, Argument, prepares students to meet this standard. See pages 107–126

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
  **SE:** Chapter 5, Argument, prepares students to meet this standard. See pages 107–126

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<td>• Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td><strong>SE:</strong> Chapter 5, Argument, prepares students to meet this standard. See pages 107–126</td>
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<tr>
<td>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.</td>
<td><strong>SE:</strong> Chapter 6, The Researched or Synthesis Essay, prepares students to meet this standard. See pages 127–147</td>
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<tr>
<td>• 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.</td>
<td><strong>SE:</strong> Chapter 6, The Researched or Synthesis Essay, prepares students to meet this standard. See pages 127–147</td>
</tr>
<tr>
<td>• 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.</td>
<td><strong>SE:</strong> Chapter 6, The Researched or Synthesis Essay, prepares students to meet this standard. See pages 127–147</td>
</tr>
<tr>
<td>• 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.</td>
<td><strong>SE:</strong> Chapter 6, The Researched or Synthesis Essay, prepares students to meet this standard. See pages 127–147</td>
</tr>
<tr>
<td>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
<td><strong>SE:</strong> Chapter 6, The Researched or Synthesis Essay, prepares students to meet this standard. See pages 127–147</td>
</tr>
<tr>
<td>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td><strong>SE:</strong> Chapter 6, The Researched or Synthesis Essay, prepares students to meet this standard. See pages 127–147</td>
</tr>
<tr>
<td>• 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).</td>
<td><strong>SE:</strong> Chapter 6, The Researched or Synthesis Essay, prepares students to meet this standard. See pages 127–147</td>
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### Common Core Standards for English Language Arts, Grades 11-12

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 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. **SE: 38, 210, 302, 359, 563, 748, 749, 955**

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **SE: 193, 261, 302, 414, 511, 539, 748, 898**

- 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). **SE: 38, 193, 511, 773, 764, 903**

- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **SE: 606, 616, 679, 749**

- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **SE: 614, 643, 671, 748, 898**

### Production and Distribution of Writing

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.) **SE: 67–70, 105–106, 107–126, 127–147**

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. **SE: 67–70, 105–106, 107–126, 127–147**
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<td>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.</td>
<td>SE: The writing projects found on the following pages provide students opportunities to meet this standard: 69–70, 105–106, 126, 140–141, 146–147.</td>
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**Research to Build and Present Knowledge**

| 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. | SE: 127–147, 984–998 |
| 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. | SE: 127–147, 984–998 |

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).


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### Common Core Standards for English Language Arts, Grades 11-12

**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

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**SE: Writing America, AP Edition, offers many opportunities for students to write routinely. Chapters 3–7 in Part One, Reading and Writing, has several activities that address writing forms. After every selection in Part Two, An Anthology of Readings and Images, there is an opportunity for students to write in response to the selection. For examples, see pages 68–70, 105, 147, 345, 442, 563, 731, 824, 955.**
### English Language Arts Standards » Speaking & Listening » Introduction

The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### English Language Arts Standards » Speaking & Listening » Grade 11-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

#### 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 grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.

  **SE:** *Writing America, AP Edition,* provides students many opportunities to participate in discussions. Activities in Part One and the Read, Write, Connect section at the end of every selection in Part Two offer numerous discussion opportunities. For examples, see pages 68, 110, 137, 170, 453, 535, 594, 665, 852, 880.

- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

  **SE:** *Writing America, AP Edition,* provides students many opportunities to participate in discussions. Activities in Part One, and the Read, Write, Connect section at the end of every selection in Part Two, offer numerous discussion opportunities. For examples, see pages 68, 110, 137, 170, 453, 535, 594, 665, 852, 880.

- 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.

  **SE:** *Writing America, AP Edition,* provides students many opportunities to participate in discussions. Activities in Part One, and the Read, Write, Connect section at the end of every selection in Part Two, offer numerous discussion opportunities. For examples, see pages 68, 110, 137, 170, 453, 535, 594, 665, 852, 880.

- 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.

  **SE:** *Writing America, AP Edition,* provides students many opportunities to participate in discussions. Activities in Part One, and the Read, Write, Connect section at the end of every selection in Part Two, offer numerous discussion opportunities. For examples, see pages 68, 110, 137, 170, 453, 535, 594, 665, 852, 880.

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**SE = Student Edition**
### Common Core Standards for English Language Arts, Grades 11-12

#### 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.

**SE: 974–979**

#### 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.

**SE: 981–983**

#### 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.

**SE: Appendix 1, Public Speaking, pages 968–979 and Appendix 2, Listening Skills, pages 980–983 provide opportunities for students to meet this standard.**

#### 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.

**SE: Appendix 1, Public Speaking, pages 968–979 provides opportunities for students to meet this standard.**

#### 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**SE: Appendix 1, Public Speaking, pages 968–979 prepares students to meet this standard.**

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.
## English Language Arts Standards » Language » Introduction

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

### English Language Arts Standards » Language » Grade 11-12

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.**
  
  **SE:** *Writing America, AP Edition,* has selections arranged chronologically with contemporary commentaries at the end of each unit. This structure allows students to see that usage can change over time and can be contested. This exposure prepares students to apply their understanding to their own writing and speech. For examples, see pages 218–223, 261–265, 539–564, 564–583, 583–585, 592–594, 648–659, 727–729, 765–768, 805–825, 825–827, 849–854.

- **Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.**
  
  **SE:** *Writing America, AP Edition,* contains language and composition in context, thereby preparing students to meet this standard.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **Observe hyphenation conventions.**
  
  **SE:** As students read the variety of selections in *Writing America, AP Edition,* they have opportunities to observe hyphenation conventions.

- **Spell correctly.**
  
  **SE:** Throughout *Writing America, AP Edition,* writing assignments provide students opportunities to spell correctly.

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### 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.

- Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**SE:** The following pages prepare students to meet this standard: 91–94.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

- 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.

**SE:** The following pages prepare students to meet this standard: 9, 26–27, 745.

In addition, *Writing America, AP Edition,* is filled with rich vocabulary throughout the reading selections in Units 1–6, providing students many opportunities to apply their understanding of context.

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

**SE:** The following pages prepare students to meet this standard: 49–50.

In addition, *Writing America, AP Edition,* is filled with rich vocabulary throughout the reading selections in Units 1–6, providing students many opportunities to apply their understanding of patterns of word changes.

- 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.

**SE:** The following pages prepare students to meet this standard: 72, 88–90, 487, 880.

In addition, *Writing America, AP Edition,* is filled with rich vocabulary throughout the reading selections in Units 1–6, providing students many opportunities to apply general and specialized reference materials to increase their understanding of words.
### Common Core Standards for English Language Arts, Grades 11–12

|----------|-------------|-----------------------------------------------|
| 5.       | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | **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).**  
**SE:** The following pages prepare students to meet this standard: 239, 487, 880.  
In addition, *Writing America, AP Edition,* is filled with rich vocabulary throughout the reading selections in Units 1–6, providing students many opportunities to verify preliminary determinations of words or phrases. |
|          | - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | **SE:** pp. 95–101, 922, 962 |
|          | - Analyze nuances in the meaning of words with similar denotations. | **SE:** The following pages prepare students to meet this standard: 88–89. |
| 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. | **SE:** *Writing America, AP Edition,* utilizes a wide range of rich vocabulary throughout the text, providing students the opportunity to further develop their own vocabulary. |