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To the Teacher

The *Reviewing English Language Arts* student book will help your students review and strengthen core skills commonly assessed on English Language Arts exit exams. Through guided practice, focused tasks, and short assessments students will review the following key skills and concepts:

Close Reading—Questions and tasks will provide practice in the close reading of complex texts, including direct instruction and practice in:

- initial reading
- rereading
- marking up and annotating texts
- synthesizing ideas

Writing from Sources—Every chapter provides valuable practice in interpreting and writing about complex literary and informational texts.

Lesson Structure

In each chapter students will focus on one general topic through two or more lessons, each following this structure:

Review: In this brief section, students will be introduced to concepts and key terms related to the topic.

Check Understanding: In the reading chapters (Units 1 and 2), students will be presented with a text that has been partially marked up and annotated. They will be prompted to read the text closely and to mark up, annotate, and/or write a brief interpretation of the text and to share their responses with partners. (Suggested responses are provided in this teacher guide. In the writing chapters (Unit 3), students will be presented with a task related to the process of writing.

Try It: With this activity, students will be directed to answer several questions or be prompted to write short response paragraphs. Suggested answers and sample responses follow in the student text.

Chapter Review: In Units 1 and 2 (Reading Literature and Reading Informational Texts), students will be presented with a reading selection followed by multiple-choice and short answer interpretive questions. In Unit 3 (Writing to Sources), students will be presented with several source documents and a writing prompt.

Other components of the lessons include Toolboxes, Strategies, and Test-Taking Tips.

Toolbox: Here students will find valuable skills and hints specific to the topic.

Strategies: This feature provides a summary of reading or writing strategies relevant to the focus of the chapter.

Test-Taking Tips: Here students will find tips for applying the skills and concepts of the chapter in testing situations.

Practice Test 1 and 2

There are two assessments at the end of the book. These two tests are similar to English Language Arts exit exams students will take sometime in their high school career. Each test is composed of three parts:

Reading Comprehension: This section of the text consists of three texts (fiction, poetry, and informational). Each is followed by 6 to 10 multiple-choice questions for a total of 24 questions.

Writing from Sources: This section consists of 4 to 6 related source documents on a controversial topic. Students will be prompted to perform a close reading of the texts and to write a source-based argument. A 6-level rubric is available in this teacher guide. (See page 26.)

Text Analysis: In this section, students will perform a close reading of a literary or informational selection and write a two- to three-paragraph analysis of a literary element or technique used by the author. A 4-level rubric is available in this teacher guide. (See page 28.)

You may wish to use one of the practice tests to assess your students' understanding and skills and to determine the chapters and lessons they need to focus on the most. See the reproducible diagnostic charts on pages 29–32 for a convenient form for students to use to determine their strengths and weaknesses based on their scores on the practice tests.

Answer Key

Answers not supplied in the student book are provided in the answer key. For open-ended responses, suggested or sample answers are supplied.

Rubrics, Diagnostic Charts, and Correlation

Rubrics are supplied for three distinct writing prompts: Writing to Sources Argument (6-level rubric), Informational Essay (6-level rubric), and Text Analysis (4-level rubric).

Diagnostic Charts are supplied for Practice Tests 1 and 2. The reproducible charts will help students determine their strengths and weaknesses.

The Correlation on pages 33–42 provides a complete mapping of Standards for English Language Arts (grades 11–12) to the content in the *Reviewing English Language Arts* student book.

Correlation of
Standards for Grades 11–12
to Content in Reviewing English Language Arts

Standard Number	Text of Standard	Reviewing ELA Content
English Language Arts Standards » Reading: Literature » Grade 11-12		
Key Ideas and Details		
RL.11-12.1	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.	**1: Close Reading of Literary Texts** (pp. 2–14) 1.1 Analyzing Explicit Details and Implicit Meanings 1.2 Identifying and Interpreting Uncertainties 1.3 Citing Strong and Thorough Textual Evidence
RL.11-12.2	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.	**2: Theme** (pp. 15–30) 2.1 Identifying Themes 2.2 Analyzing the Development of Themes 2.3 Providing an Objective Summary
RL.11-12.3	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).	**3: Author Choices** (pp. 31–44) 3.1 Analyzing Setting 3.2 Analyzing Plot Development 3.3 Analyzing Character Development
Craft and Structure		
RL.11-12.4	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.)	**4: Language & Tone** (pp. 45–57) 4.1 Figurative Language 4.2 Word Choice 4.3 Tone
RL.11-12.5	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.	**5: Structure of Literature** (pp. 58–80) 5.1 Plot Openings and Sequence of Events 5.2 Climaxes and Resolutions

Standard Number	Text of Standard	Reviewing ELA Content
RL.11-12.6	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).	**6: Author's Point of View & Tone** (pp. 81–100) 6.1 Irony 6.2 Satire 6.3 Sarcasm 6.4 Understatement
Integration of Knowledge and Ideas		
RL.11-12.7	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.)	Not tested directly
RL.11-12.8	not applicable to literature	
RL.11-12.9	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.	Not tested directly
Range of Reading and Level of Text Complexity		
RL.11-12.10	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.	**Literature in Chapters 1–6**
	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.	Not tested directly
English Language Arts Standards » Reading: Informational Text » Grade 11-12		
Key Ideas and Details		
RI.11-12.1	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.	**7: Close Reading of Informational Texts** (pp. 115–128) 7.1 Analyzing Explicit Details and Implicit Meanings 7.2 Identifying and Interpreting Uncertainties 7.3 Citing Strong and Thorough Textual Evidence
RI.11-12.2	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.	**8: Central ideas** (pp. 129–143) 8.1 Identifying Central Ideas 8.2 Analyzing the Development of Ideas 8.3 Providing an Objective Summary

Standard Number	Text of Standard	Reviewing ELA Content
RI.11-12.3	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.	**9: Complex Ideas & Events** (pp. 144–162) 9.1 Analyzing a Complex Set of Ideas or Sequence of Events 9.2 Explaining How Ideas and Events Interact and Develop
Craft and Structure		
RI.11-12.4	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).	**10: The Language of Information** (pp. 163–181) 10.1 Analyzing Figurative Language 10.2 Analyzing the Connotation of Words 10.3 Analyzing Technical Language 10.4 Analyzing the Development of Key Words and Phrases
RI.11-12.5	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.	**11: Structure of Informational Texts** (pp. 182–195) 11.1 Analyzing the Structure of Expository Texts 11.2 Evaluating the Structure of Informational Texts
RI.11-12.6	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.	**12: Author's Point of View** (pp. 196–210) 12.1 Determining Point of View and Purpose 12.2 Analyzing Style and Content
Integration of Knowledge and Ideas		
RI.11-12.7	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.	**14: Writing Arguments** (pp. 244–262 **15: Writing Informational Texts** (pp. 263–280)
RI.11-12.8	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).	**Informational Texts in Chapters 7–12** (pp. 115–210)
RI.11-12.9	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.	**Selected Informational Texts in Chapters 7–12** (pp. 115–210)
Range of Reading and Level of Text Complexity		

Standard Number	Text of Standard	Reviewing ELA Content
RI.11-12.10	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.	**Informational Texts in Chapters 7–12** (pp. 115–210)
	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.	Not tested directly
English Language Arts Standards » Writing » Grade 11-12		
Text Types and Purposes		
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**Writing Arguments** (pp. 224–262)

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.	**Writing Arguments** (pp. 224–262)
		  14.1 Writing a Claim
		  14.2 Supporting a Claim
		  14.3 Using Counterclaims
		  14.4 Using Evidence from Sources

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.	**Writing Arguments** (pp. 224–262)
		  14.1 Writing a Claim
		  14.2 Supporting a Claim
		  14.3 Using Counterclaims
		  14.4 Using Evidence from Sources

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.	**Characteristics of Good Writing** (pp. 224–243)
		  13.1 Development
		  13.2 Organization
		  13.3 Evidence
		Writing Arguments (pp. 224–262)
		  14.1 Writing a Claim
		  14.2 Supporting a Claim
		  14.3 Using Counterclaims
		  14.4 Using Evidence from Sources

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.	**Characteristics of Good Writing** (pp. 224–243)
		  13.4 Language and Style
		  13.5 Conventions

e	Provide a concluding statement or section that follows from and supports the argument presented.	**Characteristics of Good Writing** (pp. 224–243)
		  13.1 Development
		  13.2 Organization
		Writing Arguments (pp. 224–262)
		  14.5 Writing an Argumentative Essay

Standard Number	Text of Standard	Reviewing ELA Content
W.11-12.2	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.	**Writing Informational Texts** (pp. 263–280)
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.	**Writing Informational Texts** (pp. 263–280) 15.1 Writing a Thesis Statement 15.2 Supporting a Thesis Statement
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.	**Writing Informational Texts** (pp. 263–280) 15.1 Writing a Thesis Statement 15.2 Supporting a Thesis Statement
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.	**Characteristics of Good Writing** (pp. 224–243) 13.1 Development 13.2 Organization 13.3 Evidence **Writing Informational Texts** (pp. 263–280) 15.4 Writing an Informative Essay from Sources
d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	**Characteristics of Good Writing** (pp. 224–243) 13.4 Language and Style **Writing Informational Texts** (pp. 263–280) 15.4 Writing an Informative Essay from Sources
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.	**Characteristics of Good Writing** (pp. 224–243) 13.4 Language and Style **Writing Informational Texts** (pp. 263–280) 15.4 Writing an Informative Essay from Sources
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).	**Characteristics of Good Writing** (pp. 224–243) 13.1 Development 13.2 Organization 13.3 Evidence **Writing Informational Texts** (pp. 263–280) 15.4 Writing an Informative Essay from Sources

Standard Number	Text of Standard	Reviewing ELA Content
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Not tested directly
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.	Not tested directly
b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Not tested directly
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).	Not tested directly
d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Not tested directly
e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Not tested directly
Production and Distribution of Writing		
W.11-12.4	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.)	**Characteristics of Good Writing** (pp. 224–243) 13.1 Development 13.2 Organization 13.3 Evidence 13.4 Language and Style 13.5 Conventions
W.11-12.5	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 here.)	Not tested directly
W.11-12.6	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.	Not tested directly
Research to Build and Present Knowledge		

Standard Number	Text of Standard	Reviewing ELA Content
W.11-12.7	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.	Not tested directly
W.11-12.8	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.	Not tested directly
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Writing About Literature** (pp. 281–295) 16.1 Elements of Literary Analysis 16.2 Using Evidence from Sources 16.3 Writing a Literary Analysis
a	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").	**Chapters 7–12** (pp. 115–210)
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., The Federalist, presidential addresses]").	**Chapters 7–12** (pp. 115–210)
Range of Writing		
W.11-12.10	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.	**Chapters 1–16** (pp. 2–295)
English Language Arts Standards » Language » Grade 11-12		
Conventions of Standard English		
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Characteristics of Good Writing** (pp. 224–243) 13.5 Conventions

Standard Number	Text of Standard	Reviewing ELA Content
a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	not tested directly
b	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.	not tested directly
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Characteristics of Good Writing** (pp. 224–243) 13.5 Conventions
a	Observe hyphenation conventions.	**Characteristics of Good Writing** (pp. 224–243) 13.5 Conventions
b	Spell correctly.	**Characteristics of Good Writing** (pp. 224–243) 13.5 Conventions
Knowledge of Language		
L.11-12.3	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.	**4: Language & Tone** (pp. 45–57) **10: The Language of Information** (pp. 163–181)
a	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.	**4: Language & Tone** (pp. 45–57) 4.2 Word Choice 4.3 Tone
Vocabulary Acquisition and Use		
L.11-12.4	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.	**4: Language & Tone** (pp. 45–57) 4.2 Word Choice **10: The Language of Information** (pp. 163–181) 10.2 Analyzing the Connotation of Words 10.3 Analyzing Technical Language 10.4 Analyzing the Development of Key Words and Phrases
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.	**10: The Language of Information** (pp. 163–181) 10.1 Analyzing Figurative Language 10.2 Analyzing the Connotation of Words 10.3 Analyzing Technical Language 10.4 Analyzing the Development of Key Words and Phrases
b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	

Standard Number	Text of Standard	Reviewing ELA Content
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.	
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).	**10: The Language of Information** (pp. 163–181) 10.2 Analyzing the Connotation of Words 10.3 Analyzing Technical Language 10.4 Analyzing the Development of Key Words and Phrases
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**4: Language & Tone** (pp. 45–57) 4.1 Figurative Language **10: The Language of Information** (pp. 163–181) 10.1 Analyzing Figurative Language 10.2 Analyzing the Connotation of Words
a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	**4: Language & Tone** (pp. 45–57) 4.1 Figurative Language **10: The Language of Information** (pp. 163–181) 10.1 Analyzing Figurative Language
b	Analyze nuances in the meaning of words with similar denotations.	**10: The Language of Information** (pp. 163–181) 10.2 Analyzing the Connotation of Words
L.11-12.6	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.	**10: The Language of Information** (pp. 163–181) 10.3 Analyzing Technical Language 10.4 Analyzing the Development of Key Words and Phrases