

Correlation to the
**Common Core State Standards
for English Language Arts,
Grade 11**



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Grade 11**



**Houghton Mifflin Harcourt
Collections ©2015
Grade 11**

correlated to the

**Common Core State Standard
English Language Arts
Grade 11**

CCSS Standards		HMH Collections (TE pages in BOLD)
Reading Standards for Literature		
Key Ideas and Details		
RL.11.1	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.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 36, 36, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 62, 64, 65, 67, 68, 69, 69, 70a, 100, 102a, 159, 160, 161, 162, 164, 164, 248a, 413, 414, 415, 416, 419, 420, 421, 424, 425, 426, 427, 434, 434, 437a, 437b, 581, 582, 583, 584, 584, 586a, 600b</p> <p>APPLICATION Student Edition/Teacher’s Edition: 37–68, 37–68, 70a, 97–99, 97–99, 102a, 152, 153, 155, 159–163, 159–163, 178, 201, 203, 248a, 331, 332, 333, 334, 337, 338, 339, 340, 341, 413–433, 413–433, 437a, 437b, 546, 581–583, 581–583, 586a, 600b</p> <p>Close Reader/Teacher’s Edition: 19–20, 102b–102e, 37–40, 186b–186e, 73–82, 350b–350i, 91–104, 400b–400k, 105–108, 404b–404e, 111–114, 437c–437f, 121–122, 444b, 444f–444g, 123–144, 542b–542o</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
		ASSESSMENT Student Edition/Teacher's Edition: 70, 70 , 75, 75 , 76, 76 , 158, 158 , 165, 165 , 185, 185 , 205, 205 , 357, 357 , 372, 372 , 399, 399 , 404, 404 , 435, 435 , 526, 526 , 541, 541 , 548, 548 , 585, 585 , 600, 600 , 601–604, 601–603
RL.11.2	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.	INSTRUCTION Student Edition/Teacher's Edition: 77, 78, 80, 81, 82, 84, 84, 86a, 97, 98, 99, 100, 100, 178, 179, 180, 181, 183, 184, 184, 199, 200, 203, 204, 204, 206a, 234, 234, 235, 236, 237, 239, 240, 242, 243, 244, 247, 247, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263, 266b, 318, 319, 321, 321, 322b, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 342, 343, 344, 345, 346, 347, 347, 350a, 404a, 437b APPLICATION Student Edition/Teacher's Edition: 77–83, 77–83 , 86a , 97–99, 97–99 , 152, 153, 154, 155 , 177–183, 177–183 , 199–203, 199–203 , 206a , 235–246, 235–246 , 249–262, 249–262, 266b , 317–320, 317–320, 322b , 331–346, 331–346, 350a , 395–397, 395–397, 404a , 405–408, 405–408 , 413–433, 413–433 , 439–442, 439–442, 437b Close Reader/Teacher's Edition: 19–20, 102b–102e , 37–40, 186b–186e , 73–82, 350b–350i , 91–104, 400b–400k ASSESSMENT Student Edition/Teacher's Edition: 85, 85 , 101, 101 , 158, 158 , 185, 185 , 205, 205 , 247, 247 , 263, 263 , 266, 266 , 267–270, 267–270 , 322, 322 , 348, 348 , 357, 357 , 399, 399 , 435, 435 , 444, 444 , 541, 541 , 585, 585 , 600, 600

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.11.3	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).	<p>INSTRUCTION Student Edition/Teacher’s Edition: 77, 79, 80, 81, 84, 84, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263, 266b, 352, 354, 355, 356, 356, 413, 414, 415, 416, 417, 418, 419, 421, 422, 423, 426, 429, 430, 431, 432, 433, 434, 434, 437a, 456, 456, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 540, 540, 542a, 581, 584, 584, 586a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 66b, 77–83, 77–83, 178, 181, 236, 238, 239, 240, 241, 243, 245, 246, 249–262, 249–262, 336, 338, 339, 340, 341, 342, 344, 346, 351–355, 351–355, 395–397, 395–397, 413–433, 413–433, 445–452, 445–452, 457–539, 457–539, 542a, 581–583, 581–583, 586a</p> <p>Close Reader/Teacher’s Edition: 73–82, 350b–350i, 91–104, 400b–400k, 111–114, 437c–437f, 123–144, 542b–542o</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 76, 76, 85, 85, 101, 101, 247, 247, 263, 263, 266, 266, 348, 348, 357, 357, 399, 399, 435, 435, 454, 454, 504, 504, 526, 526, 541, 541, 585, 585, 601–604, 601–603, 605–608, 605–608</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Craft and Structure		
RL.11.4	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.)	<p>INSTRUCTION Student Edition/Teacher’s Edition: 36, 36, 39, 40, 41, 42, 43, 44, 45, 46, 47, 49, 50, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 65, 66, 67, 69, 69, 70a, 97, 98, 99, 100, 100, 158a, 200, 201, 202, 203, 204, 204, 245, 318, 319, 321, 321, 322b, 350, 350, 352, 354, 355, 356, 356, 401, 402, 403, 404, 404, 427, 428, 438, 438, 439, 440, 441, 442, 443, 443, 444a, 446, 447, 448, 449, 450, 451, 452, 453, 453, 455a, 597, 598, 582, 583, 599, 599, 600a, 600b</p> <p>APPLICATION Student Edition/Teacher’s Edition: 37–68, 37–68, 70a, 97–99, 97–99, 152, 153, 156, 158a, 180, 182, 183, 199–203, 199–203, 317–320, 317–320, 322b, 351–355, 351–355, 401–403, 401–403, 439–442, 439–442, 444a, 445–452, 445–452, 455a, 597–598, 597–598, 600a, 600b</p> <p>Close Reader/Teacher’s Edition: 19–20, 102b–102e, 37–40, 186b–186e, 105–108, 404b–404e, 111–114, 437c–437f, 121–122, 444b, 444f–444g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 70, 70, 76, 76, 158, 158, 185, 185, 205, 205, 322, 322, 404, 404, 444, 444, 454, 454, 541, 541, 585, 585, 600, 600</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.11.5	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.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 43, 77, 79, 80, 81, 83, 84, 84, 155, 156, 159, 160, 161, 162, 163, 164, 164, 166a, 178, 179, 180, 181, 182, 183, 184, 184, 234, 234, 236, 238, 239, 240, 241, 243, 245, 246, 247, 247, 248a, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263, 266b, 317, 318, 319, 320, 321, 321, 322a, 331, 332, 333, 334, 335, 336, 337, 342, 343, 344, 345, 346, 347, 347, 350a, 395, 400a, 401, 402, 403, 404, 404, 404a, 437a, 446, 447, 448, 449, 451, 452, 453, 453, 455a, 456, 456, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 527, 528, 529, 530, 531, 532, 533, 534, 535, 540, 540, 542a, 581, 586a, 600b</p> <p>APPLICATION Student Edition/Teacher’s Edition: 77–83, 77–83, 159–163, 159–163, 166a, 177–183, 177–183, 235–246, 235–246, 248a, 249–262, 249–262, 266b, 317–320, 317–320, 322a, 331–346, 331–346, 350a, 400a, 401–403, 401–403, 404a, 416, 417, 418, 420, 423, 426, 430, 431, 437a, 439–442, 439–442, 445–452, 445–452, 455a, 457–539, 457–539, 542a, 586a, 600b</p> <p>Close Reader/Teacher’s Edition: 37–40, 186b–186e, 73–82, 350b–350i, 105–108, 404b–404e, 121–122, 444b, 444f–444g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 85, 85, 101, 101, 158, 158, 165, 165, 185, 185, 247, 247, 263, 263, 266, 266, 267–270, 267–270, 322, 322, 348, 348, 372, 372, 399,</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
		399, 404, 404 , 405–408, 405–408 , 444, 444 , 454, 454 , 486, 486 , 504, 504 , 526, 526 , 585, 585 , 600, 600 , 605–608, 605–608
RL.11.6	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).	<p>INSTRUCTION Student Edition/Teacher’s Edition: 82, 86a, 159, 161, 162, 163, 164, 164, 186a, 248a, 322a, 350a, 352, 353, 354, 356, 356, 372, 372, 395, 396, 397, 398, 398, 400a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 86a, 159–163, 159–163, 186a, 201, 202, 248a, 322a, 333, 334, 339, 351–355, 351–355, 350a, 395–397, 395–397, 400a</p> <p>Close Reader/Teacher’s Edition: 91–104, 400b–400k</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 85, 85, 101, 101, 165, 165, 205, 205, 357, 357, 372, 372, 399, 399, 404, 404, 541, 541, 585, 585</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Integration of Knowledge and Ideas		
RL.11.7	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.)	INSTRUCTION Student Edition/Teacher's Edition: 71, 72, 72, 73, 74, 75, 75, 76a, 543, 544, 544, 545, 546, 547, 547, 548, 548, 548a APPLICATION Student Edition/Teacher's Edition: 71, 71, 73–74, 73–74, 76a, 543, 543, 545–546, 545–546, 548a ASSESSMENT Student Edition/Teacher's Edition: 72, 72, 75, 75, 76, 76, 544, 544, 547, 547, 548, 548
RL.11.8	(Not applicable to literature)	
RL.11.9	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.	INSTRUCTION Student Edition/Teacher's Edition: 152, 154, 155, 156, 157, 157, 158a, 234, 234, 266, 266, 438, 438, 439, 440, 441, 442, 443, 443, 444a, 455a APPLICATION Student Edition/Teacher's Edition: 151–156, 151–156, 158a, 235–262, 235–263, 439–442, 439–442, 444a, 455a Close Reader/Teacher's Edition: 121–122, 444b, 444f–444g ASSESSMENT Student Edition/Teacher's Edition: 158, 158, 205, 205, 266, 266, 444, 444

CCSS Standards		HMH Collections (TE pages in BOLD)
Range of Reading and Level of Text Complexity		
RL.11.10	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.	INSTRUCTION/APPLICATION Student Edition/Teacher's Edition: 37–68, 37A, 37–68 , 109–110, 109A, 109–110, 110a , 175–176, 175A, 175–176 , 235–246, 235A, 235–246 , 277–278, 277A, 277–278 , 317–320, 317A, 317–320 , 329–330, 329A, 329–330 , 352–355, 352A, 352–355 , 411–412, 411A, 411–412 , 457–539, 457A, 457–539 , 597–598, 597A, 597–598 Close Reader/Teacher's Edition: 19–20, 102b–102e , 37–40, 186b–186e , 73–82, 350b–350i , 105–108, 404b–404e , 123–144, 542b–542o

CCSS Standards		HMH Collections (TE pages in BOLD)
Reading Standards for Informational Text		
Key Ideas and Details		
RI.11.1	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.	<p>INSTRUCTION Student Edition/Teacher's Edition: 4a, 16, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 32, 35a, 130, 131, 132, 134, 137, 137, 556, 557, 558, 561, 568a, 590, 592, 593, 596a</p> <p>APPLICATION Student Edition/Teacher's Edition: 4a, 23–31, 23–31, 35a, 129–136, 129–136, 187, 188, 191, 289, 374, 376, 386, 390, 391, 392, 549–564, 549–564, 568a, 596a</p> <p>Close Reader/Teacher's Edition 3–10, 22b–22g, 11–18, 96b–96g, 23–26, 128b–128e, 27–28, 140b–140e, 29–34, 150b–150g, 41–46, 220b–220g, 47–54, 233c–233h, 57–60, 284b–284e, 61–64, 300b–300e, 65–70, 314b–314g, 83–90, 372b–372g, 115–120, 444b–444f, 145–150, 580b–580g</p> <p>ASSESSMENT Student Edition/Teacher's Edition: 20, 20, 33, 33, 94, 94, 118, 118, 128, 128, 138, 138, 148, 148, 196, 196, 218, 218, 231, 231, 282, 282, 299, 299, 370, 370, 372, 372, 380, 380, 566, 566</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.11.2	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.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 3–4, 3–4, 5, 7, 8, 11, 12, 13, 17, 18, 19, 19, 22a, 207, 210, 211, 212, 213, 214, 216, 217, 217, 220a, 231, 231, 279, 280, 281, 281, 284a, 294a, 372a, 374, 378, 379, 379, 382a, 588, 589, 591, 592, 594, 594</p> <p>APPLICATION Student Edition/Teacher’s Edition: 5–18, 5–18, 22a, 207–216, 207–216, 220a, 279–280, 279–280, 284a, 294a, 372a, 373–378, 373–378, 382a, 386, 550, 587–593, 587–593</p> <p>Close Reader/Teacher’s Edition: 3–10, 22b–22g, 11–18, 96b–96g, 27–28, 140b–140e, 29–34, 150b–150g, 41–46, 220b–220g, 47–54, 233c–233h, 57–60, 284b–284e, 61–64, 300b–300e, 83–90, 372b–372g, 145–150, 580b–580g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 20, 20, 33, 33, 94, 94, 103–106, 103–106, 218, 218, 282, 282, 323–326, 323–326, 380, 380, 594, 594</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.11.3	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.	<p>INSTRUCTION Student Edition/Teacher's Edition: 141, 143, 144, 145, 147, 147, 150a, 168a, 175–176, 175–176, 187, 188, 190, 193, 195, 195, 230, 230, 233a, 277–278, 277–278, 278a, 300a, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311, 329–330, 329–330, 411–412, 411–412</p> <p>APPLICATION Student Edition/Teacher's Edition: 141–146, 141–146, 150a, 168a, 187–194, 187–194, 221–229, 221–229, 233a, 278a, 296, 300a, 301–310, 301–310</p> <p>Close Reader/Teacher's Edition: 65–70, 314b–314g</p> <p>ASSESSMENT Student Edition/Teacher's Edition: 148, 148, 168, 168, 196, 196, 218, 218, 271–274, 271–274, 312, 312, 231, 231, 316, 316, 579, 579</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Craft and Structure		
RI.11.4	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).	<p>INSTRUCTION Student Edition/Teacher’s Edition: 23, 25, 26, 27, 28, 29, 30, 32, 32, 128a, 129, 130, 131, 133, 135, 137, 137, 175–176, 175–176, 287, 288, 289, 291, 291, 294a, 301, 304, 306, 307, 359, 361, 362, 363, 364, 365, 366, 369, 369, 374, 375, 376, 377, 382a, 567, 567</p> <p>APPLICATION Student Edition/Teacher’s Edition: 5, 6, 8, 11, 14, 15, 16, 23–31, 23–31, 128a, 129–136, 129–136, 144, 146, 285–290, 285–290, 294a, 301–310, 301–310, 359–368, 359–368, 373–378, 373–378, 382a, 549–564, 549–564, 569–577, 569–577</p> <p>Close Reader/Teacher’s Edition: 83–90, 372b–372g, 115–120, 444b–444f</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 33, 33, 94, 94, 138, 138, 292, 292, 312, 312, 370, 370, 380, 380, 566, 566, 579, 579</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.11.5	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.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 9, 19, 19, 87, 88, 89, 90, 91, 92, 93, 93, 121, 122, 123, 124, 125, 125, 141, 142, 143, 145, 147, 147, 150a, 220a, 230, 230, 233a, 284a, 588, 589, 591, 592, 594, 594, R16–R22</p> <p>APPLICATION Student Edition/Teacher’s Edition: 5–18, 5–18, 87–92, 87–92, 121–124, 121–124, 141–146, 141–146, 150a, 187–194, 187–194, 220a, 233a, 284a, 587–593, 587–593, R16–R22, R20, R21, R22</p> <p>Close Reader/Teacher’s Edition: 11–18, 96b–96g, 23–26, 128b–128e, 47–54, 233c–233h, 145–150, 580b–580g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 20, 20, 94, 94, 103–106, 103–106, 118, 118, 126, 126, 148, 148, 169–172, 169–172, 231, 231, 271–274, 271–274, 372, 372, 394, 394, 579, 579, 594, 594</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.11.6	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.	<p>INSTRUCTION Student Edition/Teacher's Edition: 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 32, 35a, 87, 88, 89, 91, 92, 93, 93, 96a, 112, 113, 115, 116, 117, 117, 140a, 187, 189, 190, 192, 193, 194, 195, 195, 198a, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 217, 285, 286, 287, 288, 290, 291, 291, 294a, 295, 296, 297, 298, 298, 300a, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311, 314a, 316a, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 369, 372, 372, 372a, 373, 374, 376, 378, 379, 379, 382a, 384, 388, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 578, 580a, 587, 596a, R16–R22</p> <p>APPLICATION Student Edition/Teacher's Edition: 7, 12, 14, 23–31, 23–31, 35a, 87–92, 87–92, 96a, 111–116, 111–116, 140a, 187–194, 187–194, 198a, 207–216, 207–216, 221–229, 221–229, 285–290, 285–290, 294a, 295–297, 295–297, 300a, 301–310, 301–310, 314a, 316a, 359–368, 359–368, 372a, 373–378, 373–378, 382a, 383–388, 383–388, 569–577, 569–577, 580a, 596a, R16–R22, R17, R19, R20, R21, R22</p> <p>Close Reader/Teacher's Edition: 3–10, 22b–22g, 11–18, 96b–96g, 47–54, 233c–233h, 61–64, 300b–300e, 65–70, 314b–314g, 83–90, 372b–372g, 145–150, 580b–580g</p> <p>ASSESSMENT Student Edition/Teacher's Edition: 33, 33, 94, 94, 118, 118, 169–172, 169–172, 196, 196, 218, 218, 292, 292, 299, 299, 312, 312, 370, 370, 372, 372, 380, 380, 394, 394, 579, 579, 594, 594</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Integration of Knowledge and Ideas		
RI.11.7	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.	INSTRUCTION Student Edition/Teacher's Edition: 3–4, 3–4, 4a, 10 , 109–110, 109–110 , 175–176, 175–176 , 277–278, 277–278, 315 , 316, 316, 316a , 329–330, 329–330, 383, 385, 386, 387, 389, 390, 391, 392 , 393, 393, 394a , 411–412, 411–412 APPLICATION Student Edition/Teacher's Edition: 4a, 167, 315, 316a , 383–388, 383–388, 394a , 572, 572 ASSESSMENT Student Edition/Teacher's Edition: 316, 316 , 394, 394
RI.11.8	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).	INSTRUCTION Student Edition/Teacher's Edition: 121, 122, 123, 124 , 125, 125, 128a, 130, 131, 132, 133, 134, 135, 137, 137, 140a, 279, 280, 281, 281, 284a, 294a, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 565, 568a APPLICATION Student Edition/Teacher's Edition: 121–124, 121–124, 128a , 129–136, 129–136, 140a , 279–280, 279–280, 284a, 285–290, 285–290 , 549–564, 549–564, 568a Close Reader/Teacher's Edition: 27–28, 140b–140e , 57–60, 284b–284e

CCSS Standards		HMH Collections (TE pages in BOLD)
		ASSESSMENT Student Edition/Teacher's Edition: 126, 126 , 138, 138 , 169–172, 169–172 , 282, 282 , 292, 292 , 323–326, 323–326 , 566, 566
RI.11.9	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.	INSTRUCTION Student Edition/Teacher's Edition: 5, 7, 8, 11, 12, 13, 14, 15, 16, 18, 19, 19, 112, 113, 114, 115, 116, 117, 117, 120, 120, 121, 122, 123, 124, 125, 125, 127, 127, 128, 128, 167, 168, 168, 168a, 277–278, 277–278, 278a, 279, 280, 281, 281, 284a, 295, 296, 297, 298, 298, 300a APPLICATION Student Edition/Teacher's Edition: 5–18, 5–18 , 111–116, 111–116 , 121–124, 121–124, 167, 168a, 278a, 279–280, 279–280, 284a, 295–297, 295–297, 300a Close Reader/Teacher's Edition: 3–10, 22b–22g, 23–26, 128b–128e, 57–60, 284b–284e ASSESSMENT Student Edition/Teacher's Edition: 20, 20 , 103–106, 103–106 , 118, 118 , 126, 126 , 169–172, 169–172 , 282, 282 , 299, 299 , 316, 316 , 323–326, 323–326

CCSS Standards		HMH Collections (TE pages in BOLD)
Range of Reading and Level of Text Complexity		
RI.11.10	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.	INSTRUCTION/APPLICATION Student Edition/Teacher's Edition: 3–4, 3A, 3–4 , 5–18, 5A, 5–18 , 23–31, 23A, 23–31 , 34, 34 , 109–110, 109A, 109–110 , 129–136, 129A, 129–136 , 141–146, 141A, 141–146 , 175–176, 175A, 175–176 , 207–216, 207A, 207–216 , 277–278, 277A, 277–278 , 329–330, 329A, 329–330 , 359–368, 359A, 359–368 , 411–412, 411A, 411–412 Close Reader/Teacher's Edition: 3–10, 22b–22g , 23–26, 128b–128e , 27–28, 140b–140e , 29–34, 150b–150g , 61–64, 300b–300e , 145–150, 580b–580g

CCSS Standards		HMH Collections (TE pages in BOLD)
Writing Standards		
Text Types and Purposes		
W.11.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>INSTRUCTION/APPLICATION Digital Collections/Lessons Writing Arguments</p> <ul style="list-style-type: none"> • Introduction • What Is a Claim? • Support: Reasons and Evidence • Building Effective Support • Creating a Coherent Argument • Persuasive Techniques • Formal Style • Concluding Your Argument <p>Student Edition/Teacher’s Edition: 103–106, 103–106, 158a, 198a, 271–274, 271–274, 323–326, 323–326, 600a, 601–604, 601–604, R2–R3</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 103–106, 103–106, 271–274, 271–274, 323–326, 323–326, 601–604, 601–604</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.1a	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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • What Is a Claim? • Creating a Coherent Argument Student Edition/Teacher’s Edition 103–106, 103–106 , 323–326, 323–326 , 601–604, 601–604 , R2–R3 ASSESSMENT Student Edition/Teacher’s Edition: 103–106, 103–106 , 323–326, 323–326 , 601–604, 601–604
W.11.1b	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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Support: Reasons and Evidence • Building Effective Support Student Edition/Teacher’s Edition: 103–106, 103–106 , 323–326, 323–326 , 601–604, 601–604 , R2–R3 ASSESSMENT Student Edition/Teacher’s Edition: 103–106, 103–106 , 323–326, 323–326 , 601–604, 601–604

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.1c	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	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Creating a Coherent Argument Student Edition/Teacher’s Edition: 103–106, 103–106 , 323–326, 323–326 , 601–604, 601–604 , R2–R3 ASSESSMENT Student Edition/Teacher’s Edition: 103–106, 103–106 , 323–326, 323–326 , 601–604, 601–604
W.11.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Formal Style Student Edition/Teacher’s Edition: 103–106, 103–106 , 323–326, 323–326 , 601–604, 601–604 , R2–R3 ASSESSMENT Student Edition/Teacher’s Edition: 20, 20 , 103–106, 103–106 , 323–326, 323–326 , 601–604, 601–604

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.1e	Provide a concluding statement or section that follows from and supports the argument presented.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Concluding Your Argument Student Edition/Teacher's Edition: 103–106, 103–106 , 323–326, 323–326 , 601–604, 601–604 , R2–R3 ASSESSMENT Student Edition/Teacher's Edition: 103–106, 103–106 , 323–326, 323–326 , 601–604, 601–604
W.11.2	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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Introduction • Developing a Topic • Organizing Ideas • Introductions and Conclusions • Elaboration • Using Graphics and Multimedia • Precise Language and Vocabulary • Formal Style Using Textual Evidence <ul style="list-style-type: none"> • Writing an Outline Student Edition/Teacher's Edition: 169–172, 169–172 , 271–274, 271–274 , 357, 357 , 405–408, 405–408 , 542a , 568a , R4–R5, R8–R11

CCSS Standards		HMH Collections (TE pages in BOLD)
		ASSESSMENT Student Edition/Teacher's Edition: 70, 70 , 128, 128 , 148, 148 , 169–172, 169–172 , 218, 218 , 231, 231 , 271–274, 271–274 , 299, 299 , 357, 357 , 394, 394 , 405–408, 405–408 , 526, 526 , 541, 541
W.11.2a	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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Developing a Topic • Organizing Ideas • Introductions and Conclusions • Using Graphics and Multimedia Student Edition/Teacher's Edition: 169–172, 169–172 , 405–408, 405–408 , 596a , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher's Edition: 126, 126 , 169–172, 169–172 , 405–408, 405–408

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.2b	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.	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Elaboration Student Edition/Teacher's Edition: 169–172, 169–172 , 322, 322 , 405–408, 405–408 , 596b , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher's Edition: 70, 70 , 72, 72 , 94, 94 , 169–172, 169–172 , 322, 322 , 405–408, 405–408 , 594, 594 , 596, 596
W.11.2c	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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Organizing Ideas Student Edition/Teacher's Edition: 169–172, 169–172 , 405–408, 405–408 , R4–5, R8–R11 ASSESSMENT Student Edition/Teacher's Edition: 169–172, 169–172 , 405–408, 405–408

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> Precise Language and Vocabulary Student Edition/Teacher's Edition: 169–172, 169–172 , 405–408, 405–408 , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher's Edition: 169–172, 169–172 , 405–408, 405–408
W.11.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> Formal Style Student Edition/Teacher's Edition: 169–172, 169–172 , 405–408, 405–408 , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher's Edition: 169–172, 169–172 , 405–408, 405–408

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.2f	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).	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Introductions and Conclusions Student Edition/Teacher's Edition: 169–172, 169–172 , 405–408, 405–408 , R4–R5, R8–R11 ASSESSMENT Student Edition/Teacher's Edition: 169–172, 169–172 , 405–408, 405–408
W.11.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Introductions • Narrative Context • Point of View and Characters • Narrative Structure • Narrative Techniques • The Language of Narrative Student Edition/Teacher's Edition: 266a , 267–270, 267–270 , R6–R7 ASSESSMENT Student Edition/Teacher's Edition: 267–270, 267–270 , 348, 348 , 370, 370

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.3a	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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Context • Point of View and Characters • Narrative Structure Student Edition/Teacher's Edition: 267–270, 267–270 , R6–R7 ASSESSMENT Student Edition/Teacher's Edition: 267–270, 267–270 , 435, 435
W.11.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure • Narrative Techniques • The Language of Narrative Student Edition/Teacher's Edition: 267–270, 267–270 , R6–R7 ASSESSMENT Student Edition/Teacher's Edition: 267–270, 267–270

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.3c	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).	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative Student Edition/Teacher's Edition: 267–270, 267–270 , R6–R7 ASSESSMENT Student Edition/Teacher's Edition: 267–270, 267–270
W.11.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative Student Edition/Teacher's Edition: 267–270, 267–270 , R6–R7 ASSESSMENT Student Edition/Teacher's Edition: 267–270, 267–270 , 404, 404

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Narratives • Narrative Structure Student Edition/Teacher’s Edition: 267–270, 267–270 , R6–R7 ASSESSMENT Student Edition/Teacher’s Edition: 267–270, 267–270 , 437, 437
Production and Distribution of Writing		
W.11.4	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.)	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing as a Process • Task, Purpose, and Audience Student Edition/Teacher’s Edition: 169–172, 169–172 , 267–270, 267–270 , 357, 357 , 601–604, 601–604 ASSESSMENT Student Edition/Teacher’s Edition: 72, 72 , 75, 75 , 169–172, 169–172 , 205, 205 , 267–270, 267–270 , 292, 292 , 357, 357 , 370, 370 , 526, 526 , 541, 541 , 547, 547 , 548, 548 , 601–604, 601–604

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.5	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.)	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Introduction • Task, Purpose, and Audience • Planning and Drafting • Revising and Editing • Trying a New Approach Student Edition/Teacher's Edition: 267–270, 267–270 , 601–604, 601–604 ASSESSMENT Student Edition/Teacher's Edition: 166, 166 , 267–270, 267–270 , 348, 348 , 601–604, 601–604

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.6	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.	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Producing and Publishing with Technology <ul style="list-style-type: none"> • Introduction • Writing for the Internet • Interacting with Your Online Audience • Using Technology to Collaborate Student Edition/Teacher's Edition: 169–172, 169–172 , 267–270, 267–270 , 271–274, 271–274 , 323–326, 323–326 , 405–408, 405–408 , 601–604, 601–604 , 605–608, 605–608 ASSESSMENT Student Edition/Teacher's Edition: 168, 168 , 169–172, 169–172 , 267–270, 267–270 , 271–274, 271–274 , 323–326, 323–326 , 405–408, 405–408 , 601–604, 601–604 , 605–608, 605–608

CCSS Standards		HMH Collections (TE pages in BOLD)
Research to Build and Present Knowledge		
W.11.7	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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Introduction • Starting Your Research • Refocusing Your Inquiry Using Textual Evidence <ul style="list-style-type: none"> • Synthesizing Information Student Edition/Teacher's Edition: 102a, 166a, 233a, 266a, 322b, 394a, 542a, 568a, 601–604, 601–604, R8–R11 ASSESSMENT Student Edition/Teacher's Edition: 126, 126 , 165, 165 , 231, 231 , 312, 312 , 394, 394 , 504, 504 , 579, 579 , 594, 594 , 601–604, 601–604

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.8	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 over reliance on any one source and following a standard format for citation.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Types of Sources • Using the Library for Research • Using the Internet for Research Evaluating Sources <ul style="list-style-type: none"> • Introduction • Evaluating Sources for Usefulness • Evaluating Sources for Reliability Using Textual Evidence <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting • Attribution Student Edition/Teacher’s Edition: 266a, 314a, 322b, 394a, 542a, 601–604, 601–604, R8–R11 ASSESSMENT Student Edition/Teacher’s Edition: 126, 126, 394, 394, 504, 504, 579, 579, 601–604, 601–604

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Elaboration Conducting Research <ul style="list-style-type: none"> • Taking Notes Using Textual Evidence <ul style="list-style-type: none"> • Introduction • Synthesizing Information • Summarizing, Paraphrasing, and Quoting Student Edition/Teacher’s Edition: 103–106, 103–106 , 158a , 169–172, 169–172 , 271–274, 271–274 , 323–326, 323–326 , 394a , 601–604, 601–604 ASSESSMENT Student Edition/Teacher’s Edition: 103–106, 103–106 , 169–172, 169–172 , 271–274, 271–274 , 323–326, 323–326 , 601–604, 601–604
W.11.9a	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”).	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 267–270, 267–270 , 271–274, 271–274 , 323–326, 323–326 , 405–408, 405–408 , 601–604, 601–604 ASSESSMENT Student Edition/Teacher’s Edition: 165, 165 , 266, 266 , 267–270, 267–270 , 271–274, 271–274 , 323–326, 323–326 , 405–408, 405–408 , 601–604, 601–604

CCSS Standards		HMH Collections (TE pages in BOLD)
W.11.9b	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]”).	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 267–270, 267–270 , 271–274, 271–274 , 323–326, 323–326 , 405–408, 405–408 , 601–604, 601–604 ASSESSMENT Student Edition/Teacher’s Edition: 267–270, 267–270 , 271–274, 271–274 , 323–326, 323–326 , 405–408, 405–408 , 601–604, 601–604
Range of Writing		
W.11.10	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.	INSTRUCTION/APPLICATION Digital Collections/Lessons: Writing as a Process • Task, Purpose, and Audience Writing Arguments Writing Informative Texts Writing Narratives Using Textual Evidence Student Edition/Teacher’s Edition: 103–106, 103–106 , 169–172, 169–172 , 267–270 , 267–270, 323–326, 323–326 , 405–408, 405–408 , 600, 600 , 601–604, 601–604 ASSESSMENT Student Edition/Teacher’s Edition: 103–106, 103–106 , 165, 165 , 169–172, 169–172 , 267–270 , 267–270, 323–326, 323–326 , 405–408, 405–408 , 600, 600 , 601–604, 601–604

CCSS Standards		HMH Collections (TE pages in BOLD)
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.11.1	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.	<p>INSTRUCTION/APPLICATION:</p> <p>Digital Collections/Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Introduction • Preparing for Discussion • Establishing and Following Procedure • Speaking Constructively • Listening and Responding • Wrapping Up Your Discussion <p>Student Edition/Teacher's Edition: 18, 18, 31, 31, 35a, 68, 68, 71, 71, 74, 74, 83, 83, 92, 92, 99, 99, 116, 116, 124, 124, 136, 136, 146, 146, 156, 156, 163, 163, 167, 167, 168a, 169–172, 169–172, 183, 183, 194, 194, 203, 203, 229, 229, 246, 246, 248a, 262, 262, 266b, 271–274, 271–274, 280, 280, 290, 290, 297, 297, 310, 310, 315, 315, 346, 346, 355, 355, 368, 368, 378, 378, 388, 388, 390, 390, 391, 391, 392, 392, 397, 397, 403, 403, 433, 433, 442, 442, 452, 452, 485, 485, 503, 503, 525, 525, 539, 539, 543, 543, 546, 546, 564, 564, 577, 577, 580a, 583, 583, 593, 593, 598, 598, 605–608, 605–608, R12–R13, R14–R15</p> <p>Close Reader/Teacher's Edition: 220b–220g, 580b–580g</p> <p>ASSESSMENT 76, 76, 158, 158, 169–172, 169–172, 247, 247, 263, 263, 271–274, 271–274, 316, 316, 605–608, 605–608</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.11.1a	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.	<p>INSTRUCTION/APPLICATION:</p> <p>Digital Collections/Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Preparing for Discussion • Speaking Constructively <p>Student Edition/Teacher’s Edition: 18, 18, 31, 31, 35a, 68, 68, 71, 71, 74, 74, 83, 83, 92, 92, 99, 99, 116, 116, 124, 124, 136, 136, 146, 146, 156, 156, 163, 163, 183, 183, 194, 194, 203, 203, 229, 229, 246, 246, 262, 262, 271–274, 271–274, 282, 282, 290, 290, 297, 297, 310, 310, 346, 346, 355, 355, 368, 368, 378, 378, 391, 391, 397, 397, 403, 403, 433, 433, 442, 442, 485, 485, 503, 503, 525, 525, 539, 539, 564, 564, 577, 577, 583, 583, 593, 593, 598, 598, 605–608, 605–608, R12–R13, R14–R15</p> <p>Close Reader/Teacher’s Edition: 220b–220g, 580b–580g</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 165, 165, 196, 196, 265, 265, 271–274, 271–274, 282, 282, 312, 312, 399, 399, 486, 486, 605–608, 605–608</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.11.1b	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Establishing and Following Procedure Student Edition/Teacher's Edition: 35a , 138, 138 , 271–274, 271–274 , 292, 292 , 605–608, 605–608 , R12–R13, R14–R15 Close Reader/Teacher's Edition: 220b–220g , 580b–580g ASSESSMENT Student Edition/Teacher's Edition: 138, 138 , 271–274, 271–274 , 292, 292 , 605–608, 605–608
SL.11.1c	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.	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Speaking Constructively • Listening and Responding Student Edition/Teacher's Edition: 35a , 138, 138 , 196, 196 , 271–274, 271–274 , 282, 282 , 605–608, 605–608 , R12–R13, R14–R15 ASSESSMENT Student Edition/Teacher's Edition: 138, 138 , 196, 196 , 271–274, 271–274 , 282, 282 , 605–608, 605–608

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.11.1d	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.	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Listening and Responding • Wrapping Up Your Discussion Student Edition/Teacher’s Edition: 35a , 271–274, 271–274 , 292, 292 , 605–608, 605–608 , R12–R13, R14–R15 Close Reader/Teacher’s Edition: 220b–220g , 580b–580g ASSESSMENT 271–274, 271–274 , 292, 292 , 605–608, 605–608
SL.11.2	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.	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Introduction • Evaluating a Speaker’s Reliability • Synthesizing Media Sources Student Edition/Teacher’s Edition: 102a , 316, 316 , 380, 380 , R14–R15 ASSESSMENT Student Edition/Teacher’s Edition: 316, 316 , 380, 380

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.11.3	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.	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Tracing a Speaker’s Argument • Rhetoric and Delivery Student Edition/Teacher’s Edition: 165, 165 , 248a , 271–274, 271–274 , 312, 312 , 316, 316 , 372, 372 , 566, 566 , 605–608, 605–608 , R14–R15 ASSESSMENT Student Edition/Teacher’s Edition: 165, 165 , 271–274, 271–274 , 312, 312 , 316, 316 , 372, 372 , 566, 566 , 605–608, 605–608
Presentation of Knowledge and Ideas		
SL.11.4	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.	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Introduction • Knowing Your Audience • The Content of Your Presentation • Style in Presentation Student Edition/Teacher’s Edition: 185, 185 , 271–274, 271–274 , 314a , 323–326, 323–326 , 372, 372 , 504, 504 , 566, 566 , 605–608, 605–608 ASSESSMENT Student Edition/Teacher’s Edition: 185, 185 , 271–274, 271–274 , 323–326, 323–326 , 372, 372 , 504, 504 , 566, 566 , 605–608, 605–608

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.11.5	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.	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Using Media in a Presentation <ul style="list-style-type: none"> • Introduction • Types of Media: Audio, Video, and Images • Using Presentation Software • Building and Practicing Your Presentation Student Edition/Teacher's Edition: 314a, 585, 585, 594, 594 ASSESSMENT Student Edition/Teacher's Edition: 585, 585, 594, 594
SL.11.6	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.)	INSTRUCTION/APPLICATION: Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Speaking Constructively Giving a Presentation <ul style="list-style-type: none"> • Style in Presentation Student Edition/Teacher's Edition: 185, 185, 271–274, 271–274, 380, 380, 605–608, 605–608 ASSESSMENT Student Edition/Teacher's Edition: 185, 185, 271–274, 271–274, 380, 380, 605–608, 605–608

CCSS Standards		HMH Collections (TE pages in BOLD)
Language Standards		
Conventions of Standard English		
L.11.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 6, 16, 21, 21, 105, 105, 106, 106, 172, 172, 326, 326, 408, 408, 604, 604, R23–R48, R31, R33, R35, R38, R42, R45, R47
L.11.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 21, 21, 121, 121, 153, 153, 580, 580, R52–R53, R55–R56, R59–R60
L.11.1b	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.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 21, 21, R51–52, R55–56, R59–R60
L.11.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 96, 96, 106, 106, 172, 172, 283, 283, 371, 371, 408, 408, 604, 604, R23, R26–R28, R29
L.11.2a	Observe hyphenation conventions.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 150, 150, R27, R30, R58
L.11.2b	Spell correctly.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 106, 106, 172, 172, 270, 270, 408, 408, 604, 604, R49, R56–R60

CCSS Standards		HMH Collections (TE pages in BOLD)
Knowledge of Language		
L.11.3	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.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 200, 203, 205, 205, 206a, 596, 596, R23–R48, R45, R47
L.11.3a	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.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 22, 22, 35, 35, 96, 96, 102, 102, 112, 113, 115, 116, 117, 117, 120, 120, 127, 127, 140, 140, 166, 166, 186, 188, 189, 191, 192, 198, 198, 208, 220, 220, 233, 233, 265, 265, 284, 284, 285, 294, 294, 314, 314, 350, 350, 371, 371, 382, 382, 437, 437, 455, 455, 528, 542, 542, 568, 568, R2, R3, R8–R11
Vocabulary Acquisition and Use		
L.11.4	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.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 22a, 86, 86, 95, 95, 204, 204, 206, 206, 219, 219, 231, 231, 232, 232, 264, 264, 293, 293, 300, 300, 312, 312, 313, 313, 358, 358, 580, 580, 595, 595, R23–R25, R30–R48, R49–R50, R50–R52
L.11.4a	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.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 86, 86, 95, 95, 201, 202, 203, 204, 204, 219, 219, 231, 231, 264, 264, 312, 312, 586a, R30–R48, R49–R50

CCSS Standards		HMH Collections (TE pages in BOLD)
L.11.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 95, 95 , 206, 206 , 232, 232 , 300, 300 , 358, 358 , 580, 580 , 595, 595 , R23–R25, R30–R38, R50–R52
L.11.4c	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.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 34, 34 , 119, 119 , 149, 149 , 283, 283 , 293, 293 , 349, 349 , 358, 358 , 381, 381 , 436, 436 , 567, 567 , 580, 580 , 586, 586 , R50–R52, R50 , R51 , R52
L.11.4d	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).	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 86, 86 , 149, 149 , 197, 197 , 219, 219 , 264, 264 , 293, 293 , 313, 313 , R55, R56
L.11.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 139, 139 , 184, 184 , 204, 204 , 205, 205 , 217, 217 , 218, 218 , 248, 248 , 381, 381 , 404, 404 , 599, 599 , 600, 600 , R49–R50, R53–R54
L.11.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 96a , 179, 184, 184 , 186a , 200 , 201 , 202 , 204, 204 , 205, 205 , 207 , 210 , 211 , 212 , 216 , 217, 217 , 218, 218 , 220a , 382a , 404, 404

CCSS Standards		HMH Collections (TE pages in BOLD)
L.11.5b	Analyze nuances in the meaning of words with similar denotations.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 139, 139 , 241 , 248, 248 , 381, 381 , 599, 599 , 600, 600 , 600a , 600b
L.11.6	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.	INSTRUCTION/APPLICATION: Student Edition/Teacher's Edition: 2, 2 , 9 , 13 , 24 , 34, 34 , 40 , 78 , 88 , 92 , 98 , 103, 103 , 108, 108 , 113 , 119, 119 , 124 , 130 , 142 , 152 , 160 , 170, 170 , 174, 174 , 188 , 208 , 211 , 236 , 268, 268 , 271, 271 , 276, 276 , 286 , 296 , 318 , 324, 324 , 328, 328 , 333 , 344 , 361 , 374 , 396 , 406, 406 , 410, 410 , 439 , 545 , 567, 567 , 570, 570 , 586a , 602, 602 , 606, 606 , R49–R53, R55, R56