

[CONNECTIONS.] Reading

Program Name:

12

Course:

Intensive Reading 4 (#1000418)

Standard	Citation Link
ELA.12.C.1.2 Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.	Chapter 1 Project-Based Assessments: Project 2 Chapter 8 Project-Based Assessments: Project 2 Chapter 10 Project-Based Assessments: Project 2 Chapter 6 Project-Based Assessments: Project 2 Chapter 16 Project-Based Assessments: Project 2 Unit 1 Writing: Writing a College Application Essay: Character
ELA.12.C.1.3 Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.	Chapter 4 Project-Based Assessments: Project 2 Chapter 17 Project-Based Assessments: Project 1 Unit 3 Review: Performance Task Unit 1 Review: Performance Task Unit 2 Review: Performance Task Unit 4 Review: Performance Task Chapter 13 Project-Based Assessments: Project 1
ELA.12.C.1.4 Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.	Analysis Chapter 9 Project-Based Assessments: Project 2 Chapter 12 Project-Based Assessments: Project 1 Chapter 10 Project-Based Assessments: Project 1 Chapter 11 Project-Based Assessments: Project 1 Chapter 18 Project-Based Assessments: Project 2 Chapter 16 Third Focus: Demonstrate Chapter 17 Third Focus: Demonstrate Chapter 3 Third Focus: Demonstrate Chapter 4 Third Focus: Demonstrate

ELA.12.C.1.5 Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.	Unit 1 Writing: Writing a College Application Essay: Revision Unit 2 Writing: Writing a Definition Essay: First Peer Review Unit 2 Writing: Writing a Definition Essay: Self-Review Unit 2 Writing: Writing a Definition Essay: Final Peer Review Unit 3 Writing: Writing a Rhetorical Analysis: First Peer Review Unit 3 Writing: Writing a Rhetorical Analysis: Parent Review Unit 3 Writing: Writing a Rhetorical Analysis: Final Peer Review Unit 4 Writing: Writing a Division and Classification Paper: Revision Chapter 10 Project-Based Assessments: Project 1 Chapter 4 Language
ELA.12.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.	Chapter 7 Project-Based Assessments: Project 2 Chapter 13 Project-Based Assessments: Project 1 Chapter 14 Project-Based Assessments: Project 1 Chapter 19 Project-Based Assessments: Project 1 Chapter 2 Project-Based Assessments: Project 1 Chapter 1 Third Focus: Demonstrate Chapter 2 Third Focus: Demonstrate Chapter 4 First Focus: Demonstrate
ELA.12.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Chapter 6 Language Chapter 21 Language Chapter 15 Language Chapter 2 Language Chapter 16 Language Chapter 19 Language Chapter 17 Language Chapter 13 Language Chapter 14 Language Chapter 18 Language

ELA.12.R.1.1 Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.	Chapter 11 First Focus: Read Chapter 11 First Focus: Demonstrate Chapter 1 Second Focus: Demonstrate Chapter 8 First Focus: Demonstrate Chapter 8 Second Focus: Demonstrate Chapter 8 Third Focus: Demonstrate Chapter 9 First Focus: Demonstrate Chapter 20 First Focus: Demonstrate Chapter 20 Second Focus: Demonstrate Chapter 20 Third Focus: Demonstrate
ELA.12.R.1.2 Analyze two or more themes and evaluate their development throughout a literary text.	Chapter 6 First Focus: Demonstrate Chapter 1 First Focus: Demonstrate Chapter 1 Third Focus: Demonstrate Chapter 3 Third Focus: Demonstrate Chapter 3 First Focus: Demonstrate Chapter 8 Second Focus: Demonstrate Chapter 8 Third Focus: Demonstrate Chapter 11 Second Focus: Demonstrate Chapter 12 Third Focus: Demonstrate Chapter 16 Second Focus: Demonstrate
ELA.12.R.1.3 Evaluate the development of character perspective, including conflicting perspectives.	Chapter 6 Second Focus: Read Chapter 6 Second Focus: Demonstrate Chapter 20 Third Focus: Read Chapter 20 Third Focus: Demonstrate Chapter 16 First Focus: Demonstrate Chapter 20 Second Focus: Read Chapter 20 Second Focus: Demonstrate
ELA.12.R.1.4 Evaluate works of major poets in their historical context.	Chapter 3 First Focus: Read Chapter 3 First Focus: Demonstrate Chapter 3 Second Focus: Demonstrate Chapter 3 Third Focus: Read Chapter 3 Third Focus: Demonstrate Chapter 12 Third Focus: Read Chapter 12 Third Focus: Discuss Chapter 12 Third Focus: Demonstrate
ELA.12.R.2.1 Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.	Chapter 21 Preview Concepts: Making Connections Chapter 21 First Focus: Read Chapter 21 First Focus: Demonstrate Chapter 21 Second Focus: Read Chapter 21 Second Focus: Demonstrate Chapter 21 Third Focus: Read Chapter 21 Third Focus: Demonstrate Chapter 15 Second Focus: Read Chapter 15 Second Focus: Demonstrate

ELA.12.R.2.2 Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.	Chapter 13 Third Focus: Demonstrate Chapter 5 Second Focus: Read Chapter 5 Second Focus: Demonstrate Chapter 7 First Focus: Read Chapter 4 Third Focus: Read Chapter 4 Third Focus: Demonstrate Chapter 2 First Focus: Demonstrate Chapter 15 Third Focus: Demonstrate Unit 3 Writing: Writing a Rhetorical Analysis: Organize Ideas
ELA.12.R.2.3 Evaluate an author's choices in establishing and achieving purpose(s).	Chapter 5 Second Focus: Read Chapter 5 Second Focus: Demonstrate Chapter 21 Third Focus: Read Chapter 21 Third Focus: Demonstrate Chapter 14 Second Focus: Read Chapter 14 Second Focus: Demonstrate Chapter 10 First Focus: Demonstrate Unit 3 Writing: Writing a Rhetorical Analysis: Organize Ideas Chapter 18 Second Focus: Read Chapter 16 Second Focus: Demonstrate
ELA.12.R.2.4 Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.	Chapter 4 Second Focus: Read Chapter 4 Second Focus: Demonstrate Chapter 4 Third Focus: Read Chapter 4 Third Focus: Demonstrate Chapter 13 Second Focus: Read Chapter 13 Second Focus: Demonstrate Chapter 13 Third Focus: Read Chapter 13 Third Focus: Demonstrate Chapter 14 Third Focus: Demonstrate
ELA.12.R.3.1 Evaluate an author's use of figurative language.	Chapter 8 Language Chapter 3 Third Focus: Demonstrate Chapter 9 Third Focus: Demonstrate Chapter 9 Language Chapter 9 Preview Concepts: Preview Concepts Chapter 3 Second Focus: Demonstrate Chapter 7 Third Focus: Demonstrate Chapter 9 Third Focus: Read Chapter 12 Third Focus: Demonstrate Chapter 12 Language

ELA.12.R.3.2 Paraphrase content from grade-level texts.	Unit 3 Writing: Writing a Rhetorical Analysis: Organize Ideas Unit 3 Writing: Writing a Rhetorical Analysis: Writing Paragraphs with Textual Evidence Unit 3 Review: Performance Task: Writing Prompt Chapter 11 Second Focus: Read Chapter 14 Second Focus: Read Chapter 15 Second Focus: Read Chapter 4 Project-Based Assessments: Project 2 Chapter 12 Project-Based Assessments: Project 1 Chapter 13 Project-Based Assessments: Project 1
ELA.12.R.3.3 Analyze the influence of classic literature on contemporary world texts.	Chapter 6 Preview Concepts: Preview Concepts Chapter 6 Third Focus: Read Chapter 6 Third Focus: Discuss Chapter 6 Third Focus: Demonstrate Chapter 6 Third Focus: Check Chapter 6 Project-Based Assessments: Project 2 Chapter 6 On Your Own
ELA.12.R.3.4 Evaluate rhetorical choices across multiple texts.	Chapter 4 Second Focus: Read Chapter 4 Second Focus: Demonstrate Chapter 4 Third Focus: Read Chapter 4 Third Focus: Demonstrate Chapter 13 Second Focus: Read Chapter 13 Second Focus: Demonstrate Chapter 13 Third Focus: Read Chapter 13 Third Focus: Demonstrate Chapter 14 Second Focus: Demonstrate Chapter 7 Third Focus: Demonstrate
ELA.12.V.1.1 Integrate academic vocabulary appropriate to grade level in speaking and writing.	Chapter 15 First Focus: Demonstrate Chapter 7 Third Focus: Demonstrate Chapter 4 Second Focus: Demonstrate Chapter 4 Third Focus: Demonstrate Chapter 5 Second Focus: Demonstrate Chapter 8 First Focus: Demonstrate Chapter 9 First Focus: Demonstrate Chapter 9 Second Focus: Demonstrate Chapter 10 Third Focus: Demonstrate

ELA.12.V.1.2 Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.	Chapter 8 First Focus: Word Study Chapter 13 First Focus: Word Study Chapter 15 First Focus: Word Study Chapter 16 First Focus: Word Study Chapter 19 First Focus: Word Study Chapter 15 First Focus: Demonstrate Chapter 17 Language Chapter 10 Language
ELA.12.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	Chapter 14 First Focus: Read Chapter 14 First Focus: Demonstrate Chapter 15 First Focus: Read Chapter 15 First Focus: Demonstrate Chapter 12 Second Focus: Demonstrate Chapter 9 First Focus: Read Chapter 9 First Focus: Demonstrate Chapter 17 First Focus: Demonstrate Chapter 1 Language Chapter 10 Language
ELA.612.F.2.1 Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.	Chapter 2 First Focus: Word Study Chapter 3 First Focus: Word Study Chapter 11 First Focus: Word Study Chapter 14 First Focus: Word Study Chapter 17 First Focus: Word Study Chapter 18 First Focus: Word Study Chapter 20 First Focus: Word Study
ELA.612.F.2.2 Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.	Chapter 1 First Focus: Word Study Chapter 2 First Focus: Word Study Chapter 3 First Focus: Word Study Chapter 4 First Focus: Word Study Chapter 7 First Focus: Word Study Chapter 8 First Focus: Word Study Chapter 9 First Focus: Word Study Chapter 10 First Focus: Word Study Chapter 11 First Focus: Word Study Chapter 12 First Focus: Word Study
ELA.612.F.2.3 Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.	Chapter 1 First Focus: Word Study Chapter 4 First Focus: Word Study Chapter 7 First Focus: Word Study Chapter 8 First Focus: Word Study Chapter 9 First Focus: Word Study Chapter 10 First Focus: Word Study Chapter 11 First Focus: Word Study Chapter 12 First Focus: Word Study Chapter 13 First Focus: Word Study Chapter 15 First Focus: Word Study

ELA.612.F.2.4 Read grade-level texts, at the student's ability level, with accuracy, automaticity, and prosody or expression using the student's mode of communication.	Chapter 2 Second Focus: Read Chapter 3 Third Focus: Read Chapter 7 First Focus: Read: Teaching Support Chapter 11 Second Focus: Read Chapter 14 Second Focus: Read Chapter 15 Second Focus: Read Chapter 16 Second Focus: Read Chapter 18 Second Focus: Read
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	Unit 3 Writing: Writing a Rhetorical Analysis: Writing Paragraphs with Textual Evidence Chapter 17 Project-Based Assessments: Project 1 Unit 4 Writing: Writing a Division and Classification Paper: Prepare Research Format Chapter 2 Project-Based Assessments: Project 1 Chapter 2 Project-Based Assessments: Project 2 Chapter 4 Project-Based Assessments: Project 2 Chapter 9 Project-Based Assessments: Project 2 Chapter 5 Second Focus: Demonstrate Unit 2 Writing: Writing a Definition Essay: Citing Authors Chapter 11 First Focus: Demonstrate
ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	Chapter 1 First Focus: Read Chapter 2 First Focus: Read Chapter 3 First Focus: Read Chapter 4 First Focus: Read Chapter 5 First Focus: Read Chapter 6 First Focus: Read Chapter 7 First Focus: Read Chapter 8 First Focus: Read Chapter 9 First Focus: Read Chapter 10 First Focus: Read
ELA.K12.EE.3.1 Make inferences to support comprehension.	Chapter 16 First Focus: Demonstrate Chapter 14 First Focus: Demonstrate Chapter 15 First Focus: Demonstrate Chapter 18 First Focus: Demonstrate Chapter 1 First Focus: Demonstrate Chapter 1 Third Focus: Demonstrate Chapter 2 Second Focus: Demonstrate Chapter 3 First Focus: Demonstrate Chapter 3 Second Focus: Demonstrate Chapter 6 First Focus: Demonstrate

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Chapter 5 Second Focus: Demonstrate Chapter 2 Project-Based Assessments: Project 1 Chapter 14 Project-Based Assessments: Project 1 Chapter 19 Project-Based Assessments: Project 1 Chapter 1 First Focus: Demonstrate Chapter 3 Third Focus: Demonstrate Chapter 4 First Focus: Demonstrate Chapter 5 First Focus: Discuss Chapter 7 Second Focus: Discuss Chapter 8 First Focus: Discuss
ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.	Unit 1 Writing: Writing a College Application Essay Unit 2 Writing: Writing a Definition Essay Analysis Unit 4: Writing a Division and Classification Paper Chapter 17 Project-Based Assessments: Project 1 Chapter 4 Project-Based Assessments: Project 2 Chapter 9 Project-Based Assessments: Project 2 Chapter 1 Project-Based Assessments: Project 1 Chapter 3 Project-Based Assessments: Project 2 Chapter 6 Project-Based Assessments: Project 2
ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	Chapter 10 Second Focus: Demonstrate Chapter 3 Project-Based Assessments: Project 1 Unit 1 Writing: Writing a College Application Essay Chapter 9 Project-Based Assessments: Project 1 Chapter 12 Project-Based Assessments: Project 2 Chapter 15 Language Chapter 20 Project-Based Assessments: Project 2 Chapter 1 Project-Based Assessments: Project 2 Chapter 7 Language Unit 2 Writing: Writing a Definition Essay: Final Peer Review

MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: •Analyze the problem in a way that makes sense given the task. •Ask questions that will help with solving the task. •Build perseverance by modifying methods as needed while solving a challenging task. •Stay engaged and maintain a positive mindset when working to solve tasks. •Help and support each other when attempting a new method or approach.	Chapter 21 First Focus: Discuss Chapter 21 First Focus: Discuss: Teaching Support Chapter 21 Second Focus: Discuss Chapter 21 Third Focus: Discuss Chapter 21 Project-Based Assessments: Project 1 Chapter 21 Project-Based Assessments: Project 2 Chapter 2 Third Focus: Demonstrate
MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: •Build understanding through modeling and using manipulatives. •Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. •Progress from modeling problems with objects and drawings to using algorithms and equations. •Express connections between concepts and representations. •Choose a representation based on the given context or purpose.	Chapter 21 First Focus: Discuss Chapter 21 First Focus: Discuss: Teaching Support Chapter 21 Second Focus: Discuss Chapter 21 Third Focus: Discuss Chapter 21 Project-Based Assessments: Project 1 Chapter 21 Project-Based Assessments: Project 2 Chapter 2 Third Focus: Demonstrate

MA.K12.MTR.3.1 Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: •Select efficient and appropriate methods for solving problems within the given context. •Maintain flexibility and accuracy while performing procedures and mental calculations. •Complete tasks accurately and with confidence. •Adapt procedures to apply them to a new context. •Use feedback to improve efficiency when performing calculations.	Chapter 21 First Focus: Discuss Chapter 21 First Focus: Discuss: Teaching Support Chapter 21 Second Focus: Discuss Chapter 21 Third Focus: Discuss Chapter 21 Project-Based Assessments: Project 1 Chapter 21 Project-Based Assessments: Project 2 Chapter 2 Third Focus: Demonstrate
MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: •Communicate mathematical ideas, vocabulary and methods effectively. •Analyze the mathematical thinking of others. •Compare the efficiency of a method to those expressed by others. •Recognize errors and suggest how to correctly solve the task. •Justify results by explaining methods and processes. •Construct possible arguments based on evidence.	Chapter 21 First Focus: Discuss Chapter 21 First Focus: Discuss: Teaching Support Chapter 21 Second Focus: Discuss Chapter 21 Third Focus: Discuss Chapter 21 Project-Based Assessments: Project 1 Chapter 21 Project-Based Assessments: Project 2 Chapter 2 Third Focus: Demonstrate

MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: •Focus on relevant details within a problem. •Create plans and procedures to logically order events, steps or ideas to solve problems. •Decompose a complex problem into manageable parts. •Relate previously learned concepts to new concepts. •Look for similarities among problems. •Connect solutions of problems to more complicated large-scale situations.	Chapter 21 First Focus: Discuss Chapter 21 First Focus: Discuss: Teaching Support Chapter 21 Second Focus: Discuss Chapter 21 Third Focus: Discuss Chapter 21 Project-Based Assessments: Project 1 Chapter 21 Project-Based Assessments: Project 2 Chapter 2 Third Focus: Demonstrate
MA.K12.MTR.6.1 Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: •Estimate to discover possible solutions. •Use benchmark quantities to determine if a solution makes sense. •Check calculations when solving problems. •Verify possible solutions by explaining the methods used. •Evaluate results based on the given context.	Chapter 21 First Focus: Discuss Chapter 21 First Focus: Discuss: Teaching Support Chapter 21 Second Focus: Discuss Chapter 21 Third Focus: Discuss Chapter 21 Project-Based Assessments: Project 1 Chapter 21 Project-Based Assessments: Project 2 Chapter 2 Third Focus: Demonstrate

MA.K12.MTR.7.1 Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: •Connect mathematical concepts to everyday experiences. •Use models and methods to understand, represent and solve problems. •Perform investigations to gather data or determine if a method is appropriate. •Redesign models and methods to improve accuracy or efficiency.	Chapter 21 First Focus: Discuss Chapter 21 First Focus: Discuss: Teaching Support Chapter 21 Second Focus: Discuss Chapter 21 Third Focus: Discuss Chapter 21 Project-Based Assessments: Project 1 Chapter 21 Project-Based Assessments: Project 2 Chapter 2 Third Focus: Demonstrate
ELD.K12.ELL.LA.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	Chapter 1 Preview Concepts: Vocabulary: Teaching Support Chapter 2 Preview Concepts: Vocabulary: Teaching Support Chapter 3 Preview Concepts: Vocabulary: Teaching Support Chapter 4 Preview Concepts: Vocabulary: Teaching Support Chapter 5 Preview Concepts: Vocabulary: Teaching Support Chapter 6 Preview Concepts: Vocabulary: Teaching Support Chapter 7 Preview Concepts: Vocabulary: Teaching Support Chapter 8 Preview Concepts: Vocabulary: Teaching Support Chapter 14 Third Focus: Demonstrate: Teaching Support Chapter 15 Second Focus: Demonstrate: Teaching Support

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

[Chapter 1 First Focus: Demonstrate: Teaching Support](#)

[Chapter 2 First Focus: Demonstrate: Teaching Support](#)

[Chapter 2 Third Focus: Demonstrate: Teaching Support](#)

[Chapter 6 Third Focus: Demonstrate: Teaching Support](#)

[Chapter 7 Second Focus: Demonstrate: Teaching Support](#)

[Chapter 8 First Focus: Read: Teaching Support](#)

[Chapter 9 First Focus: Demonstrate: Teaching Support](#)

[Chapter 10 First Focus: Demonstrate: Teaching Support](#)

[Chapter 10 Third Focus: Demonstrate: Teaching Support](#)

[Chapter 13 Third Focus: Demonstrate: Teaching Support](#)