

<b>Literature and Thought</b> <i>A House Divided</i>	
<b>Correlation to the Common Core State Standards for English Language Arts Grades 11 and 12</b>	<b>SB = Student Book</b> <b>TG = Teacher Guide</b>
<b>English Language Arts Standards » Reading: Literature » Grades 11 and 12</b>	
<b>Key Ideas and Details</b>	
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.	SB: 37-43; 48-54; 55; 56-59; 60; 64-66; 72-73; 82-97; 98-99; 112; 140-141; 142 TG: 15; 20; 27; 29; 32; 38; 39; 43; 54
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.	SB: 3-5; 9-19 TG: 8-9
<b>Craft and Structure</b>	
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.)	SB: 20 TG: 12; 22; 25; 34; 37; 45; 49; 55
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).	SB: 37-43 SB: 15
<b>Range of Reading and Level of Text Complexity</b>	
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.	SB: 37-43; 48-54; 55; 56-59; 60; 64-66; 72-73; 82-97; 98-99; 112; 140-141; 142 TG: 10-11; 15; 20; 23-24; 27; 29; 32; 35-36; 38; 39; 43; 46-47; 54
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.	SB: 37-43; 48-54; 55; 56-59; 60; 64-66; 72-73; 82-97; 98-99; 112; 140-141; 142 TG: 15; 20; 27; 29; 32; 38; 39; 43; 54
<b>English Language Arts Standards » Reading: Informational Text » Grade 11-12</b>	
<b>Key Ideas and Details</b>	
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.	SB: 22-27; 28-36; 44-47; 60; 62-63; 67-71; 76-77; 80; 100-104; 105; 106-111; 112; 114-118; 119-131; 132-136; 142 TG: 13; 14; 16; 20; 26; 28; 30; 31; 32; 40; 41; 42; 43; 50; 51; 52; 53

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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.	SB: 3-5; 9-19 TG: 8-9
<b>Craft and Structure</b>	
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).	SB: 18; 114-117 TG: 12; 20; 23;32; 35; 43; 46; 50; 52
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.	SB: 76-76 TG: 28
<b>Integration of Knowledge and Ideas</b>	
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.	SB: 76-77; 105 TG: 30; 41
<b>Range of Reading and Level of Text Complexity</b>	
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.	SB: 37-43; 48-54; 55; 56-59; 60; 64-66; 72-73; 82-97; 98-99; 112; 140-141; 142 TG: 10-11; 15; 20; 23-24; 27; 29; 32; 35-36; 38; 39; 43; 46-47; 54
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.	SB: 37-43; 48-54; 55; 56-59; 60; 64-66; 72-73; 82-97; 98-99; 112; 140-141; 142 TG: 15; 20; 27; 29; 32; 38; 39; 43; 54
<b>English Language Arts Standards » Writing » Grade 11-12</b>	
<b>Text Types and Purposes</b>	
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.	SB: 60; 80; 112 TG: 21; 33; 44; 58
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.	SB: 60; 80; 112 TG: 21; 33; 44; 58

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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.	SB: 60; 80; 112 TG: 21; 33; 44; 58
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	SB: 60; 80; 112 TG: 21; 33; 44; 58
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.	SB: 60; 80; 112 TG: 21; 33; 44; 58
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).	SB: 60; 80; 112 TG: 21; 33; 44; 58
<b>Production and Distribution of Writing</b>	
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.)	SB: 60; 80; 112 TG: 21; 33; 44; 58
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.	SB: 60; 80; 112 TG: 21; 33; 44; 58
<b>Research to Build and Present Knowledge</b>	
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.	TG: 56-57
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.	TG: 56-57
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG: 56-57
Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	SB: 37-43; 48-54; 55; 56-59; 60; 64-66; 72-73; 82-97; 98-99; 112; 140-141; 142 TG: 15; 20; 27; 29; 32; 38; 39; 43; 54

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Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	SB; 76-77; 105 TG: 30; 41
<b>English Language Arts Standards » Speaking &amp; Listening » Grade 11-12</b>	
<b>Comprehension and Collaboration</b>	
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.	SB: 60; 80;112; 142 TG: 20; 32; 43
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SB: 60; 80;112; 142 TG: 20; 32; 43
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SB: 60; 80;112; 142 TG: 20; 32; 43
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	SB: 60; 80;112; 142 TG: 20; 32; 43
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.	SB: 60; 80;112; 142 TG: 20; 32; 43
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.	SB: 60; 80;112; 142 TG: 20; 32; 43

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<b>Presentation of Knowledge and Ideas</b>	
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.	TG: 56-57
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.	TG: 56-57
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	TG: 56-57
<b>English Language Arts Standards » History/Social Studies » Grades 11-12</b>	
<b>Key Ideas and Details</b>	
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	SB: 22-27; 28-36; 44-47; 60; 62-63; 67-71; 76-77; 80; 100-104; 105; 106-111; 112; 114-118; 119-131; 132-136; 142 TG: 13; 14;16; 20; 26; 28; 30; 31; 32; 40; 41; 42; 43; 50; 51; 52; 53
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	SB: 22-27; 28-36; 44-47; 60; 62-63; 67-71; 76-77; 80; 100-104; 105; 106-111; 112; 114-118; 119-131; 132-136; 142 TG: 13; 14;16; 20; 26; 28; 30; 31; 32; 40; 41; 42; 43; 50; 51; 52; 53
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	SB: 20
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	SB: 22-27; 28-36; 44-47; 60; 62-63; 67-71; 76-77; 80; 100-104; 105; 106-111; 112; 114-118; 119-131; 132-136; 142 TG: 13; 14;16; 20; 26; 28; 30; 31; 32; 40; 41; 42; 43; 50; 51; 52; 53

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<b>Integration of Knowledge and Ideas</b>	
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	SB: 22-27; 28-36; 44-47; 60; 62-63; 67-71; 76-77; 80; 100-104; 105; 106-111; 112; 114-118; 119-131; 132-136; 142 TG: 13; 14; 16; 20; 26; 28; 30; 31; 32; 40; 41; 42; 43; 50; 51; 52; 53
<b>English Language Arts Standards » Writing » Grades 11-12</b>	
<b>Text Types and Purposes</b>	
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	SB: 60; 80; 112 TG: 21; 33; 44; 58
a. Introduce a topic and 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.	SB: 60; 80; 112 TG: 21; 33; 44; 58
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.	SB: 60; 80; 112 TG: 21; 33; 44; 58
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	SB: 60; 80; 112 TG: 21; 33; 44; 58
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	SB: 60; 80; 112 TG: 21; 33; 44; 58
3. (See note; not applicable as a separate requirement)	SB: 60; 80; 112 TG: 21; 33; 44; 58
<b>Production and Distribution of Writing</b>	
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.	SB: 60; 80; 112 TG: 21; 33; 44; 58
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.	SB: 60; 80; 112 TG: 21; 33; 44; 58

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**Research to Build and Present Knowledge**

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 specific 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.

TG: 56-57

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

TG: 56-57