

English III and IV Standards								MTCHS Class	MTCHS Activity	MTCHS Assesmer	Other Linked Standards	Other Linked Standards	Other Linked Standards	Other Linked Standards
CCRAS Section	College and Career Readiness Anchor Standards	CCSS Section	Common Core State Standards	CCSS Subject	Grade Specific Standards	Comprehension / Application	Analysis / Synthesis							
College and Career Readiness Anchor Standards for Language		Common Core State Standards for Language			Grades 11 - 12									
Language: Conventions of Standard English														
CCR: 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CC: 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CC 1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	To be college and career ready in language, students must have a strong command of the grammar and usage of spoken and written standard English. An understanding of language is essential for effective communication. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. Beginning in grade 11, students should be able to apply the understanding that language is ever-changing. Students need to investigate choices in language and usage by using reliable references.	There are specific rules and Conventions of Standard English that language must follow. Writers and speakers use their understanding of language to craft writing, communicate effectively and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking and listening. Students at this level should be aware of how to properly use a hyphen.	Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.	Junior English (3A&B)	All assignments				
				CC 1.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.				Junior English (3A&B)	All assignments				
CCR: 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CC: 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CC 2.a	Observe hyphenation conventions.				Junior English (3A&B)	All assignments				
				CC 2.b	Spell correctly.				Junior English (3A&B)	All assignments				
Language: Knowledge of Language														
CCR: 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.	CC: 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.	CC 3.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.	Students in 11th and 12th grades will continue to apply what they know about language to understand HOW language will function in various forms—how a student comprehends when reading and listening and how a student uses style when speaking. Students at this level will also vary the combination of words in a sentence for effect as well as apply an understanding of this syntax to study complex texts when reading.	Knowledge of Language allows for informed choices in the context of communication. Writers and speakers use their knowledge of language to make meaning, develop style and appropriately edit for clarity, interest and precision. Knowledge of language also is used to comprehend the nuances of communication. Experienced writers and speakers use appropriate references to assist them in producing effective communication.	Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.	Junior English	*Contexts of Language				
Language: Vocabulary Acquisition and Use														
CCR: 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	CC: 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	CC 4.a	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	CCSS expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. Students will determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases—preparing them for both college and 21st-century careers. This will be accomplished through use of the following: • context clues • patterns of word changes • dictionaries and thesauruses	Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships and differences between literal and figurative language to build vocabulary and enhance comprehension and communication. Understanding the nuances of words and phrases allows students to use vocabulary purposefully and precisely.	Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.	Junior English	Vocabulary assignment				
				CC 4.b	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.				Junior English	Vocabulary assignment				
				CC 4.c	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).				Junior English	Vocabulary ass				
CCR: 5	Demonstrate understanding of word relationships and nuances in word meanings.	CC: 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	CC 5.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Students at this level should also be able to explain figurative language, word relationships and subtle differences in word meanings. As well, students should be able to explore the subtle differences in words that have similar literal meanings.			Junior English	Figurative Language				
				CC 5.b	Analyze nuances in the meaning of words with similar denotations.	Students at this level should be comfortable incorporating appropriate vocabulary into their modes of communication while showing the ability to take the initiative to gather vocabulary that is necessary to understand while reading, writing, speaking, and listening.			Junior English	Figurative Language				

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CCRAS Section	College and Career Readiness Anchor Standards	CCSS Section	Common Core State Standards	CCSS Subsect	Grade Specific Standards	Comprehension / Application	Analysis / Synthesis								Evaluation
CCR: 6	Acquire and use accurately a range of 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.	CC: 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.			To be college and career ready in language, students must come to appreciate that language is as much a matter of craft as rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. General academic words are more likely to appear in written text rather than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable. Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge, they are more common in informational texts.				Senior English (4A)	Reading texts and essays				
College and Career Readiness Anchor Standards for Writing			Common Core State Standards for Writing		Grades 11 - 12										
Writing: Text Types and Purposes															
CCR: 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CC: 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CC 1.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.	Students in grades 11-12 should write argumentative papers that support their analysis of a text or topic using enough relevant evidence to legitimately support their claim(s). Students in the 11th grade understand how much evidence is needed to satisfactorily support a point. They should be comfortable with introducing their argument(s) clearly and accurately with regard to counterclaims. They should establish the importance of their claim and make a distinction between their claim and opposing claims. Students should create an organization for their argument that provides a logical sequence to claim(s), counterclaims, reasons, and evidence. Students in grades 11 and 12 should also consider their audience's values and possible bias. As students develop their argument, they should treat their claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have. Students at this level should develop unity and consistency in their text with their words and structure, paying attention to the relationships they create between the claims, counterclaims, evidence, and reason. In the eleventh grade they should become more aware of syntax and vary it in their writing to assist in creating strong cohesive writing. They also should maintain an appropriate style and tone for the task – omitting personal bias. Students should conclude with a statement that supports the argument.	Understanding Text Types and Purposes is essential for writing. Effective and coherent text creation requires conscious choices about: purpose for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form and genre.	Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.	Senior English (4A)	Write 4 page argumentative essay	Write 4 page argumentative essay				
				CC 1.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.				Senior English (4A)	Write 4 page argumentative essay	Write 4 page argumentative essay				
				CC 1.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.				Senior English (4A)	Write 4 page argumentative essay					
				CC 1.d	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.				Senior English (4A)	Write 4 page argumentative essay	Write 4 page argumentative essay				
				CC 1.e	Provide a concluding statement or section that follows from and supports the argument presented.				Senior English (4A)	Write 4 page argumentative essay	Write 4 page argumentative essay				
CCR 2	Write informative /explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	CC 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.	CC 2.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.	Students are expected to write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. They should effectively select, organize, and analyze their content. In selecting content a student should: • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Choose precise words and domain-specific vocabulary as well as metaphors, similes, and analogies When organizing content a student is expected to: • introduce a topic • arrange ideas, concepts, and information to show interrelationships • build the elements of the paper - one on the next – to create a unified whole • format effectively • develop a topic	Understanding Text Types and Purposes is essential for writing. Effective and coherent text creation requires conscious choices about: purpose for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form and genre.	Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.	Junior English (3A)	Write informative/explanatory essay on technical skill/process	Write informative/explanatory essay				
				CC 2.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.				Junior English (3A)	Write informative/explanatory essay on technical skill/process	Write informative/explanatory essay				

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CCR: 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	CC: 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.			In the CCSS research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical. High school students need to learn how to synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept at using advance searches and finding print and digital sources that answer their research question. They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation. In grades 11 and 12, students should determine the strengths and limitations of the sources they find in terms of task, audience, and purpose. They should not rely heavily on a single source.	Conducting Research to Build and Present Knowledge is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during the inquiry process. Writers use appropriate style manuals to follow a standard format for citation.	Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared research inquiry are essential.	World Issues/Senior/English 4B	Students will research and prepare a cultural/comparative government paper and presentation/ Multi-genre research project	Cultural Report Essay and Presentation/ 8 and 6 page research papers				
CCR: 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	CC: 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.						World Issues	Students will research and prepare a cultural/comparative government paper and presentation	Cultural Report Essay and Presentation				
CCR: 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	CC: 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	CC 9.a	Apply grades 11–12 Reading standards to literary (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).				Amer. Gov't	Students read The Social Contract, The Constitution, Federalist Papers, etc. to find common themes of the era	Social Contract Theory Essay				
				CC 9.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]).				Amer. Gov't	Students resea	Liberty a				
Writing: Range of Writing															
CCR: 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.	CC: 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.			CCSS expects students to have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.	Effective writers build skills by producing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year.	To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.	Amer Gov't	Student prepare a newspaper article each week for classroom discussion	Current Events				
Speaking and Listening: Comprehension and Collaboration															
College and Career Readiness Anchor Standards for Speaking and Listening		Common Core State Standards for Speaking and Listening			Grades 11 - 12										
CCR: 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	CC: 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.	CC 1.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.	By the time students are in the eleventh grade, they should be accustomed to initiating and participating in group discussions that are persuasive and effective. Often times, teachers have to take an opposing view to help students question to promote different perspectives and help students engage in conversations of creative viewpoints. Eventually, after the teacher models these questions, students in 11th and 12th grade will be able to pose the questions themselves. Very often, students formulate ideas while their	The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.	Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.	Amer. Gov't	Student prepare a newspaper article each week for classroom discussion	Current Event Assignment				

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				CC 1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.					Amer. Gov't	Student prepare a newspaper article each week for classroom discussion	Current Event Assignment				
				CC 1.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.					Amer. Gov't	Student prepare a newspaper article each week for classroom discussion	Current Event Assignment				
				CC 1.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.					Amer. Gov't	Student prepare a newspaper article each week for classroom discussion	Current Event Assignment				
CCR: 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	CC: 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.			CCSS integrates research throughout every domain. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, so students need to be able to utilize these modalities concurrently. Therefore, students in 11th and 12th grade should integrate multiple and diverse sources of information for problem solving and informed decision-making.	The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.	Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.	World Issues	Students prepare weekly events on various global regions	What in the world is going on?					
CCR: 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	CC: 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.			As 11th and 12th graders, students will begin to listen beyond simple reasoning. They will begin to ask, —What do I think of this speaker's stance? —What other tools does this speaker use to convince me of his/her point? This is the continuation of the movement from a passive listener to an active participant.	The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.	Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.	World Issues	Students prepare weekly events on various global regions	What in the world is going on?					
Speaking and Listening: Presentation of Knowledge and Ideas																
CCR: 4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	CC: 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.			11th and 12th grade students should be accustomed to purpose, audience, and task in both speaking and writing. Therefore, the focus should be for students to present information in a clear and unmistakable point of view.	The Presentation of Knowledge and Ideas is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual and multimedia presentations and their effects increases the potential to inform, entertain or persuade an audience. Effective presentation considers alternative and opposing perspectives.	Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.	World Issues	Students will research and prepare a cultural/comparative government paper and presentation	Cultural Report Essay and Presentation					
CCR: 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	CC: 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.			In the 11th and 12th grades, students will build upon their skills to strategically use digital media at the highest level to demonstrate understanding of findings, reasoning, and evidence. Presentations should be professional looking, of varying types, in many formats, and multi-layered.			World Issues	Students will research and prepare a cultural/comparative government paper and presentation	Cultural Report Essay and Presentation					

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CCR: 6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	CC: 6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.			Students will continue to learn to speak toward a variety of audiences and adapt speech as necessary. The discussion of formal English should continue so students understand/are reminded that IM (Instant Messaging), text abbreviations, and slang are inappropriate in most cases when presenting knowledge and ideas.			World Issues	Students will research and prepare a cultural/comparative government paper and presentation	Cultural Report Essay and Presentation				
Reading Literature: Key Ideas and Details															
College and Career Readiness Anchor Standards for Reading Literature		Common Core State Standards for Reading Literature			Grades 11 - 12										
CCR: 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	CC: 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.			Students are required to find more than one theme or central idea in a text. Many students are accustomed to finding a single controlling idea so this concept might be new to students in the eleventh grade. Once they are able to determine more than a single theme, they also need to understand the inter-relationship between multiple themes and recognize how this creates a richer understanding for the reader. Students should be able to track the development of multiple themes throughout a text. As students examine key ideas and details in a text, they need to understand how an author's choices when developing a story impact the story as a whole. From choosing a setting to developing a character, students should begin to understand how an author crafts an idea into text and develops story elements into plot.	When analyzing Key Ideas and Details, critical reading is the central focus. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Critical reading includes understanding the ways authors influence readers with what the text states explicitly and implicitly. Effective authors use evidence and details purposely chosen to impart meaning. Literary analysis enables the reader to examine the way authors carefully position details which support the theme or main idea. They use the interactions, thoughts and feelings of characters to explore ideas and themes. Readers should further examine the purpose for the author's piece and question the motivations as well as the motivations of the characters, which also shape the plot and ultimately, the theme.	Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.	Junior English (3B)	Lord of the Flies/Vivid Imagery	Lord of the Flies/Vivid Imagery Essay				
CCR: 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	CC: 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.						Junior English (3B)	Lord of the Flies/Symbolism	Lord of the Flies/Symbolism Essay				
CCR: 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	CC: 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).						Junior English (3B)	Lord of the Flies Discussion					
Reading Literature: Craft and Structure															
CCR: 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	CC: 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.)			As students continue to determine figurative, connotative, denotative meanings of words and phrases in a text, they should relate the author's word choice to the overall effect of the story. Students need to examine an author's craft as it relates to word choice - specifically considering multiple meanings of words and language that is descriptive or creative, original. Students at this grade span are asked to closely examine specific parts of a text in order to understand how an author structured and crafted that particular part so that it would contribute meaning or artistic effect. When determining point of view, students should be able to recognize a case when an author says one thing but means another. This would imply that students be familiar with terms such as sarcasm and irony. Students need to reflect on what meaning this type of point of view brings to the text or distinguishes about a character.	Analyzing the Craft and Structure of literature requires the reader to examine the author's motivations closely. Effective authors make specific language choices (emotive, evocative, formal, impersonal) and use specific organizational strategies to position readers to accept representations of people, events, ideas and information in particular ways. Competent readers reflect on the nuanced meanings of words and phrases in texts as a tool by which they discover the meaning, tone and theme of a text. An author's perspective and global cultural experiences impact choices made about the text, such as what to include or not include as well as considering the point of view from which the narrative is told. Understanding of text occurs through meaningful and intentional opportunities to read, study and discuss literature with a focus on the total effect of an author's craft.	Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.	Senior English	Hamlet					
CCR: 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	CC: 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.						Senior English	Hamlet					
CCR: 6	Assess how point of view or purpose shapes the content and style of a text.	CC: 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).						Senior English	Hamlet					
Reading Literature: Integration of Knowledge and Ideas															
CCR: 7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	CC: 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.)			Students are to examine many interpretations of a single work and determine how each venue interprets that text. This would indicate that a student would have knowledge of the source text and be able to analyze how each author interprets and uses that source. Teachers should note that a Shakespearean play and an American play should be taught at each grade level. The RL 9 Standard specifies the type of literature that should be studied at this grade span and includes requiring students to examine	The Integration of Knowledge and Ideas is important when examining key scenes or specific works. Exploring varying perspectives of the work such as historical accounts or any background knowledge can assist in determining the author's overall purpose. Understanding the interplay between text and context also can influence how an audience analyzes a text from multiple perspectives. Analysis of a topic or theme from varying perspectives and in a variety of mediums involves using	Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.	Senior English	Hamlet					

English III and IV Standards									MTCHS Class	MTCHS Activity	MTCHS Assesmer	Other Linked Standards	Other Linked Standards	Other Linked Standards	Other Linked Standards	
CCRAS Section	College and Career Readiness Anchor Standards	CCSS Section	Common Core State Standards	CCSS Subsect	Grade Specific Standards	Comprehension / Application	Analysis / Synthesis	Evaluation								
CCR: 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	CC: 8	(Not applicable to literature)						Senior English	Hamlet						
CCR: 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	CC: 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.						Amer. Gov't	Students read The Social Contract, The Constitution, Federalist Papers, etc. to find common themes of the era	Social Contract Theory Essay					
Reading Literature: Range of Reading and Level of Text Complexity																
CCR: 10	Read and comprehend complex literary and informational texts independently and proficiently.	CC: 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.			Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. "Standard 10 defines a grade-by-grade" staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. I	The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together: (1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software) (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)	In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently.	Junior/Senior English	Various works or literature						
Reading Informational Text: Key Ideas and Details																
College and Career Readiness Anchor Standards for Reading Informational Text			Common Core State Standards for Reading Informational Text			Grades 11 - 12										
CCR: 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	CC: 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.			In the 11-12 grade span, students are required to find more than one central idea in a text and be able to explain how they are developed. They also need to understand the inter-relationship between multiple ideas and recognize how this relationship creates a richer understanding. Students should examine a set of ideas that are multifaceted or look at a sequence of events and determine how specific individuals, ideas, or events relate to one another and develop throughout the text. This would require that students not only look at key details or ideas in isolation but also be able to piece together what their role is in the bigger framework of the text. They should recognize how the elements evolve throughout the text.	When reading informational text, examining Key Ideas and Details is essential. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Authors of informational and argumentative texts focus on fluidity, often omitting details, to inform or persuade the reader at this level. Analysis of these texts requires understanding how the central ideas or arguments interact.	Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.	Junior English (3B)	Lord of the Flies- Vivid Imagery						
CCR: 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	CC: 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.						Junior English (3B)	Lord of the Flies- Symbolism						
CCR: 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	CC: 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.						Junior English (3B)	Lord of the Flies						
Reading Informational Text: Craft and Structure																
CCR: 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	CC: 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).			Students should be comfortable and confident with how authors perfect or cultivate the meaning of key term(s) throughout a text, bringing readers to a deeper understanding or a clearer picture of what that word means in that particular context. This means that aside from using resources to define a term, students need to review the word(s) in light of context. Students at this grade span should be able to go beyond just recognizing the structure of a text. Students should examine the structure an author uses and judge whether or not it is effective for the purpose. Is it clear? Does the author convince you as a reader? How did the structure contribute to this?	Examining the author's technique is the essential focus when analyzing the Craft and Structure of informational text. Authors select specific language (emotive, evocative, formal and impersonal) and use specific organizational strategies and rhetorical content to convey meaning. Understanding the meaning of words and phrases found within the text is a tool by which readers can discover the meaning, effectiveness, tone and purpose of a text.	Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.	Amer Gov't	Students read Federalist number 5, 10, 41, & 51	Groups present their findings of the meaning of each paper					
CCR: 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	CC: 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.			Using a text that is rich with effective language, students should establish what the author's purpose is and study how the style and content contribute to the power and beauty of the text. This would mean that students were able to recognize effective language. They would need to identify instances where text was indeed beautiful and which words contributed to this			Amer Gov't	Social Contract Social Co						

