

English I and II Standards									MTCHS Class	MTCHS Activity			
CCRAS Section	College and Career Readiness Anchor Standards	CCSS Section	Common Core State Standards	CCSS Subject	Idaho Grade Specific Common Core Standards	Comprehension / Application	Analysis / Synthesis	Evaluation					
College and Career Readiness Anchor Standards for Language		Common Core State Standards for Language			Grades 9 - 10								
Language Standards: Conventions of Standard English													
CCR: 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CC: 1 and LS: 1	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	LS: 1a	Use parallel structure.	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. 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.	Language conventions are learned and applied within the contexts of reading, writing, speaking, and listening and assessed in the same manner through essays, speeches, presentations, as well as creative and daily work.	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.	English I & II	Grammar and punctuation review, as well as essays, projects, letters, memos, Summary and Analysis, Speeches, and			
				LS: 1b	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.								
CCR: 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CC: 2 and LS: 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	LS: 2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.							English I & II	Grammar and punctuation review, all written work: worksheets, essays, creative writing, reports
				LS: 2b	Use a colon to introduce a list or quotation.								
				LS: 2c	Spell correctly.								
Language Standards: 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 and LS: 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.	LS: 3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., APA Style Manual) appropriate for the discipline and writing type.	Knowledge of language allows for informed choices in the context of communication. Writers and speakers use their knowledge of language to provide meaning, develop style, and appropriately edit for clarity, interest, and precision. MTCHS students are expected to gain knowledge and use in the APA Writing Style.	Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the academic setting, as well as the workplace, requires 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.	English I & II	Grammar and punctuation review, Contextual vocabulary, business English, APA style			
Language Standards: 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 and LS: 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	LS: 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.	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. This will be accomplished through use of the following: • context clues • patterns of word changes • dictionaries and thesauruses Students at this level should also be able to explain their understanding of figurative language, word relationships and subtle differences in word meanings. As well, students should be able to explore words that have similar literal meanings.	Language-based learning 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. Students 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.	English I & II	Contextual vocabulary, varied sentence structure, apply meaning to literary pieces related to personal experiences and historical events, show purpose and meaning in a variety of written forms such as expository and creative writing, use of figurative language to provide meaning to written work			
				LS: 4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).								
				LS: 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, or its etymology.								
				LS: 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).								

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Language Standards: Conventions of Standard English										
				WS: 3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.					pieces
				WS: 3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.					
Writing Standards: Production and Distribution of Writing										
CCR: 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CC: 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WS: 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment), audience (the intended reader), and purpose (the writer's designated reason for writing) should be reflected in the student's style, organization, and development of a topic. Students should plan their writing, develop strong revising and editing skills, rewrite or try a different approach always mindful of the audience and the purpose for the writing. They need to determine what details or information is most important for a particular audience and specific purpose. They need to understand writing as a process rather than solely as a product. Writing as a process requires thinking and being able to articulate those thoughts.	The production and distribution of writing is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually and with the aid of technology. Effective writers make conscious, independent and/or collaborative decisions about the type of writing they produce and its distribution. They also use technology to share information and to create individual and collaborative texts. Students also need to be able to use technology strategically when creating, refining, and collaborating on writing. Students should not only use technology for producing and publishing writing but also to collaborate with others.	Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.	English I & II	business documents, essay
CCR: 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	CC: 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.	WS: 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.				English I & II	revise and edit for structure and purpose
CCR: 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	CC: 6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	WS: 6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.				English I & II	Create material in a variety of forms
Writing Standards: Research to Build and Present Knowledge										
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.	WS: 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.	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 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.	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 the APA Style Manual to follow a standard format for citation.	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. (e.g., grade level projects, industry related lab reports)	English I & II	research topic, interpret meaning, apply to focus points to demonstrate an understanding of material
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 usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	WS: 8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				English I & II	Use Internet, Lili, NASA, National Geographic, edit and revise for clarity, use APA style guide

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Language Standards: Conventions of Standard English										
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.	SPS: 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.	ideas. Students in the ninth and tenth grade should concentrate on using digital media in order to create an effect. Instead of just incorporating digital media to make something that is visually appealing, choices should be made with purpose – to enhance the findings and reasoning of the finished product.	elements of effective oral, visual and multimedia presentations and their effects increases the potential to inform, entertain or persuade an audience.		English I & II	Projects and presentations
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 command of formal English when indicated or appropriate.	SPS: 6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				English I & II	Speech
Reading Standards for Literature: Key Ideas and Details										
College and Career Readiness Anchor Standards for Reading Literature		Common Core State Standards for Reading Literature			Grades 9 - 10					
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.	RSL:1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between —strong evidence and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. Students are required to recognize complex characters and understand their role in a text. They need to identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to plot or theme development.	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 of 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.	English I & II	Compare audio and visual media to written forms of essays and literature to determine meaning, ideas, themes, point of view, etc.
CCR: 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	CC: 2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RSL:2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				English I & II	
CCR: 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	CC: 3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RSL:3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.				English I & II	
Reading Standards for 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 cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RSL:4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	After determining the figurative and connotative meanings of words, students need to consider the significant influence of the author's word choice as a whole on the text's tone or overall understanding. Students are asked to consider how an author crafts the structure of a text to produce a particular effect. Standard RL6 specifies world literature and requires students to examine a particular point of view or cultural experience found in that body of literature. It is important that this	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	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.	English I & II	Compare audio and visual media to written forms of essays and literature to determine meaning, ideas, themes, point of view, etc.

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Language Standards: Conventions of Standard English										
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 the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	RSI:4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	After determining the figurative, connotative, and technical meanings of words and phrases as they are used in a text, students need to consider the significant influence of the author's word choice as a whole on the text's tone or overall understanding. Ninth grade students should begin to understand that an author's word choice is selective and deliberate. They should be aware that the collective effect of words influences the tone and meaning of text. By tenth grade, students should notice the connection between the words that the author chose and the point that the author was making.	Examining the author's technique is the essential focus when analyzing the Craft and Structure of informational text. Effective authors select specific language (emotive, evocative, formal, impersonal) and use specific organizational strategies and rhetorical content to convey meaning. Understanding the meanings (denotative as well as connotative) of words and phrases found within the text is a tool by which readers can discover the meaning, 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.	English I & II	Vocabulary in Context, figurative language, author's purpose and tone
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 in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RSI:5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).				English I & II	arrange sentences, build paragraphs, match thesis to points
CCR: 6	Assess how point of view or purpose shapes the content and style of a text.	CC: 6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RSI:6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.				English I & II	Audience evaluation and relationship to material
Reading Informational Text: 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 various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	RSI:7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	When examining several texts that share the same subject but use different vehicles or modes to communicate, students should be able to judge what details are emphasized in each account. In the ninth grade students should be able to recognize various accounts of a subject told in multiple forms and acknowledge characteristics of each. By tenth grade students should expand their reasoning to include what each version stressed or called attention to and how that influenced the account. Ninth and tenth grade students will study and evaluate influential U.S. documents especially how they deal with similar themes and concepts. In grade nine these documents could be studied as part of the literary nonfiction genre. In grade ten they could be incorporated into the global perspective as a comparison to other similar documents from outside the U.S.	Students are asked to evaluate whether the reasoning an author uses is logical/legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to pinpoint any statements that are false and judge if any of the author's reasoning is misleading. Ninth grade students need to be able to evaluate sources. They need to understand what a reliable source is and what makes one questionable. In looking at an author's argument, they need to question the facts presented and be able to objectively determine if they are indeed credible. Many students in the ninth grade still believe that if it is in print, it is true. Having the tools to legitimately evaluate sources is very important at this level.	Integrating Knowledge and Ideas from informational text requires analysis and evaluation of critical themes and concepts from varying perspectives. It involves using comprehension strategies including compare and contrast, inference and summary. Critical reading of a wide variety of seminal texts, including those told from historical, literary and scientific perspectives, mirrors and challenges thinking and enhances the understanding of content.	English I & II	Media presentations
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	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RSI:8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				English I & II	Support points of view without showing bias by using evidence from the written piece to prove argument
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	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail), including how they address related themes and concepts.	RSI:9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail), including how they address related themes and concepts.				English I & II	