

English I and II Standards										MTCHS Class	MTCHS Activity	MTCHS Assessment	Sample Assignments English I	Sample Assignments English II	PDP 9	Grade	PDP Grade 10	History / Social Studies Writing Standards
CORAS Section	College and Career Readiness Anchor Standards	CCSS Section	Common Core State Standards	CCSS Subsect	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 or 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, <i>Seascapes and</i>	Written portions of projects, formal essays, and reports	Literature response forums, Gothic Literature research project, Mars Project, WWII research, "Harrison Bergeron" and "2081" comparison						
				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.	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, all written work, worksheets, essays, creative writing, reports	Written portions of projects, formal essays, and 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	Extended projects, Application Portfolios	Mars Project, Application Portfolios				PDP: 1.12 List proficiency in program competencies		
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 to build vocabulary and enhance comprehension and communication. Understanding the nuances of words and phrases allows students to use vocabulary purposefully and precisely.	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	Vocabulary definition exams, proper word usage in essays and reports, varied paragraph patterns within the same written piece, creative and expository pieces	Use new vocabulary in contextual through contextual hints, restructure sentences to represent different meaning, restructure paragraphs to show varied import, match paragraphs to patterns of structure, use online sources to find the etymology of new vocabulary						
				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).													
CCR 5	Demonstrate understanding of word relationships and nuances in word meanings.	CC.5 and LS.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	LS.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	At this level students should be comfortable incorporating appropriate vocabulary into their modes of communication. They should take the initiative to accumulate vocabulary that is necessary to understand while reading, writing, speaking, and listening. Although 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 (surlier instead of weak). This language is highly transferable.	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. Industry-specific words are specific to an industry or field of study. Because of their specificity and close ties to fields of study, they are more common in informational texts and communication.	English I & II										
				LS.5b	Analyze nuances in the meaning of words with similar denotations.													
CCR 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.	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.	LS.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.													
College and Career Readiness Anchor Standards for Writing		Common Core State Standards for Writing			Grades 9 - 10													
Writing Standards: 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 and WS.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	WS.1a	Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.	MTCHS expects students to produce strong arguments on important topics or texts. Students in the ninth and tenth grades should write argumentative papers that support their analysis of a text or topic using enough relevant evidence to legitimately support their claims. Students need to understand how much evidence is needed to satisfactorily support a point. At the ninth grade level, students need to learn how to introduce their argument(s) clearly and accurately with regard to counterclaims. Students should build on this skill in the tenth grade with students using concise and effective language that supports the organization of their argument. Students should structure their argument so that there is an association and	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 and will be evaluated in the same manner. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose and/or audience.	English I & II	Provide contextual meaning from literary pieces as applied to life, compare character actions and consequences to personal experiences or experiences of those in the news, use transitions to move from one	Mars Project, evaluation of the relationships between Southern gothic literature when compared to Gothic romance literature or Gothic horror literature, and use figurative							
				WS.1b	Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.													

				WS: 1c	Use words, phrases, and clauses 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.	correlation between the claim(s), counterclaim(s), reasons, and evidence. 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. 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.			point to the next, provide unbiased points of view	language in a persuasive style for a variety of audiences, write essays and business documents to a variety of audiences			PDP: 1.4 Dehne future occupations. PDP: 1.10 Identify the components of an employment portfolio.		cohesion. HSS: 1d Establish and maintain a formal style and objective tone. HSS: 1e Provide a concluding statement or section that follows the argument.
				WS: 1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.										
				WS: 1e	Provide a concluding statement or section that follows from and supports the argument presented.										
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. Deliverately.	CC: 2 and WS: 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: 2a	Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; 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. Selecting includes: • Using relevant and sufficient facts, definitions, details, and quotes • Using sources that are appropriate to task, audience, and purpose • Choosing precise words and domain-specific vocabulary Organizing includes: • Introducing a topic • Arranging ideas, concepts, and information to show interrelationships • Formatting effectively • Developing a topic • Organizing graphics • Providing multimedia when useful • Using transitions to link together the major sections of the text • Writing a concluding statement that supports the information presented • Choosing a formal style and objective tone Analyzing includes: • Deciding what organization is most effective for purpose, audience, and task. • Determining how many facts, definitions, details, quotations and other information are needed.	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. Selecting includes: • Using relevant and sufficient facts, definitions, details, and quotes • Using sources that are appropriate to task, audience, and purpose • Choosing precise words and domain-specific vocabulary Organizing includes: • Introducing a topic • Arranging ideas, concepts, and information to show interrelationships • Formatting effectively • Developing a topic • Organizing graphics • Providing multimedia when useful • Using transitions to link together the major sections of the text • Writing a concluding statement that supports the information presented • Choosing a formal style and objective tone Analyzing includes: • Deciding what organization is most effective for purpose, audience, and task. • Determining how many facts, definitions, details, quotations and other information are needed.	English I & II	Convey meaning through written instruction, describe and relate the purpose of a "new" product, design and develop a character for creative pieces, use written dialogue to convey an extended thought, use figurative language to express meaning and convey complex ideas	Projects, essays, reports, stories, poems, Mars Project, Application Portfolio	Definition poems, character stories, first-person narratives, analysis of literary pieces to provide an interpretation of the material, develop business documents to provide knowledge of skills and abilities		PDP: 3.7 Resume writing.	HSS: 2 Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes. HSS: 2a Introduce a topic and organize the ideas and concepts. HSS: 2b Develop the topic with well chosen, relevant and sufficient facts. HSS: 2c Use varied transitions and sentence structures to link the major sections. HSS: 2d Use precise language and vocabulary. HSS: 2e Establish and maintain a formal style. HSS: 2f Provide	
				WS: 2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.										
				WS: 2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.										
				WS: 2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.										
				WS: 2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.										
				WS: 2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).										
CCR 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	CC: 3 and WS: 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	WS: 3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Students are expected to write narratives—conveying an experience that is real or imagined and using time as its deep structure. The writing should have form or structure based on a progression of events that build upon each other. As with all good writing, students should select effective details using precise language. They should establish point of view(s), introduce a narrator, provide characters, and present a situation. Students should be aware of and apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures. Students should provide a conclusion to the events they set out at the beginning of their narrative.	Students are expected to write narratives—conveying an experience that is real or imagined and using time as its deep structure. The writing should have form or structure based on a progression of events that build upon each other. As with all good writing, students should select effective details using precise language. They should establish point of view(s), introduce a narrator, provide characters, and present a situation. Students should be aware of and apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures. Students should provide a conclusion to the events they set out at the beginning of their narrative.	English I & II	Narrative to describe an event using chronological order, describe a scene using spatial order, develop business documents using order of importance, use dialogue to convey meaning along with tone and character, develop extended plots in creative pieces	Essays, literary evaluations, business documents	Literary evaluations, business letters, memos, resume, reports,			HSS: 3 (Not applicable as a separate requirement)	
				WS: 3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.										
				WS: 3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.										
				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.										
				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 evolve change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.	English I & II	business documents, essay	Application portfolio, Mars project,	Evaluation of traits in relation to characters and self			HSS: 4 Produce clear and coherent writing
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	presentations, reports	application letters, resume, literature newspaper, fake science report, superhero			HSS: 5 Develop and strengthen writing as needed by planning, revising, rewriting
CCR 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.	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	projects, presentations, business documents, reports	pamphlet, PowerPoint, PDF, Publisher, Word, Pixton, Forums, Wiki, Blog			HSS: 6 Use technology, including the Internet, to produce, publish, and update shared writing.
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 advanced 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 expert 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	report, project, presentation	Gothic project, Mars project, WWII, Myers-Briggs, Career options, Stress and health	PDP: 3.7 Research résumé writing PDP: 1.4 Define future occupations	HSS: 7 Conduct short as well as more sustained research projects
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	Portfolio, project, report, use of APA style guide to prove credibility	Mars Project, Application Portfolios, Blood Research, Fake Science report	PDP: 2.3 Select characteristics of a positive image. PDP: SK.10 Produce a list of volunteer activities.	HSS: 8 Gather relevant information from multiple authoritative sources.
CCR-9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	CC-9 and WS-9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	WS-9a	Apply grades 9–10 Reading standards to literature (e.g., —Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		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 inquiry are essential.	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 inquiry are essential.	English I & II	fiction literature, nonfiction literature, electronic media	report, creative writing, expository essay, narrative, descriptive, persuasive, comparison	Use literature to determine author's purpose, character purpose, plot, conflict, figurative language, contextual meaning of new terms		HSS: 9 Draw evidence from informational texts to support analysis, reflection, and research.
				WS-9b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., —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).									
Writing Standard: 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, and audiences.	WS-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.	Students need 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 their skills by practicing 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, 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.	English I & II	Free write, paragraph response, forum response,	Essays and/or paragraphs with adherence to structure, punctuation, usage, and style and use of rhetoric	Reaction paragraph to literature, media, or news event. Mars project, application portfolio, forum reflections related to literature		HSS: 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards: Comprehension and Collaboration														
College and Career Readiness Anchor Standards for Speaking and Listening		Common Core State Standards for Speaking and Listening			Grades 9–10									
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 and SPS-1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	SPS-1a	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Students should produce the desired result of persuading others to accept an individual viewpoint. To engage in effective and clear communication students should: • Be prepared—read and identify relevant evidence from pertinent texts and other outside readings/experiences to support a point and actively engage in meaningful and well-reasoned conversation. • Work collaboratively with classmates—establish fair rules for discussion and the ability to present differing opinions with civility. Students need to have an idea of what a GOOD discussion is to make those rules—provide strong examples of collegial discussions so they may model their rules after these examples. • Keep conversation going—take smaller ideas and apply those to identify universal themes, engage less vocal classmates in discussions through probing questions, and hold participants accountable for justifying their ideas.	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 better examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning.	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.	English I & II	impromptu speech, prepared speech, editing and revision conference, group collaboration	Stay on topic and provide valid points for sustained time without crutch words. Move from group presentations (novice) to individual speeches for large audiences (journeyman)	Gothic project presentation, career presentation, nanotechnology research presentation, evaluate peer roles, evaluate peer speeches	CS: 1.2.10 Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service. PDP: SK.4 Identify effective workplace communication skills. PDP: SK.11 Evaluate professional development traits.	
				SPS-1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.									
				SPS-1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.									
				SPS-1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.									
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 media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SPS-2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change. Therefore, students in 9th and 10th grade should integrate multiple and diverse sources of information. They also need to understand what a reliable source is and what makes one questionable. Applying these skills	Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Students are asked to evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence that is used is relevant to the argument or provides		English I & II	compare audio and visual media to written forms of essays and literature	adherence to structure, punctuation, usage, and style	Mars Project, Gothic Research		

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, identifying any fallacious reasoning or exaggerated or distorted evidence.	SPS-3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.	enough proof. They need to pinpoint any statements that are false and judge if any of the speaker's reasoning is misleading. Students at this grade are moving from passive listeners to active participants.	English I & II	Evaluate author purpose, peer speeches, Ethos, Pathos, Logos	adherence to structure, punctuation, usage, and style	Use Rhetoric (Ethos, Pathos, Logos) in spoken and written forms					
Speaking and Listening Standards: Presentation of Knowledge and Ideas																
CCR-4	Present information, findings, and supporting evidence clearly 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 clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SPS-4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message. Students will continue to learn to speak to a variety of audience sizes and adapt speech as necessary. The discussion of formal English should take place so students understand that IM (Instant Messaging), text abbreviations, and slang are inappropriate in most cases when presenting knowledge and 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. Students in the ninth and tenth grade should move from group presentations to varying audiences to individual speeches/presentations to varying audiences.	Ninth and tenth grade students should be confident making their writing appropriate for purpose, audience, and task. It should be a seamless transition to communicate information and evidence as a speaker with this same focus on purpose, audience, and task. 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 of varying sizes.	English I & II	Projects, reports, presentations	Move from group presentations (novice) to individual speeches for large audiences (journeyman)	Gothic research, "Harrison Bergeron" and "CIA Secrets," "Ghost of Everest," Blood Research, Fake Science report			PDP: 1.8	Demonstrate effective communication with others.	
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.			English I & II	Projects and presentations	7 x 7 rule, adherence to structure, punctuation, usage, and style	PowerPoint, Prez!, Poster, Ad, Obituary, Video, Xtranormal, Pixton, TimeRime,					
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 tasks, and audiences, demonstrating command of formal English when indicated or appropriate.	SPS-6	Adapt speech to a variety of contexts tasks, and audiences, demonstrating command of formal English when indicated or appropriate.			English I & II	Speech	Stay on topic and provide valid points for sustained time without crutch words. Move from group presentations to individual speeches	Impromptu, prepared, presentations					
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 impact 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.	adherence to structure, punctuation, usage, and style and use of rhetoric	To Kill a Mockingbird, Fantastic Voyage, "The Storyteller," "To Build a Fire," "Who Am I This Time," "The Euphu Question," "The Chaser," "A Rose for Emily," "The Monkey's Paw," "The Pit and the Pendulum," "The Black Cat," "The Devil and Daniel Webster."			PDP: SK.11 Evaluate professional development traits. PDP: SK.8 Identify personal qualities that are desirable for the workplace. PDP: SK.9 Recognize the importance of goals. PDP: 1.2 Discover self-motivation techniques and establish goals.	
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	Compare audio and visual media to written forms of essays and literature to determine meaning, ideas, themes, point of view, etc.	adherence to structure, punctuation, usage, and style and use of rhetoric and the relationship to the written piece						
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 RLS4 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 is introduced in grade nine and studied more in-depth at grade 10 – using more complex literature and developing a deeper understanding of global perspectives.	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 presentations 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.	English I & II	Compare audio and visual media to written forms of essays and literature to determine meaning, ideas, themes, point of view, etc.	Essays and/or paragraphs with adherence to structure, punctuation, usage, and style and use of rhetoric	To Kill a Mockingbird, Fantastic Voyage, "The Storyteller," "To Build a Fire," "Who Am I This Time," "The Euphu Question," "The Chaser," "A Rose for Emily," "The Monkey's Paw," "The Pit and the Pendulum," "The Black Cat," "The Devil and Daniel Webster."			PDP: 1.5 Develop awareness of cultural diversity and equity issues. PDP: SK.8 Identify personal qualities that are desirable for the workplace.	
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 a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RSL-5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.			English I & II								
CCR-6	Assess how point of view or purpose shapes the content and style of a text.	CC-6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RSL-6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.			English I & II								
Reading Standards for 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 the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's –Musée des Beaux Arts and Breughel's Landscape with the Fall of Icarus).	RSL-7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's –Musée des Beaux Arts and Breughel's Landscape with the Fall of Icarus).	Students are asked to compare two works that use different artistic mediums (painting, poetry, sculpture) but share a common subject. They are asked to evaluate various artistic mediums and integrate the understandings taken from each. It may be that students have not had the opportunity to view art critically and have not practiced finding meaning in forms outside of text.	The integration of Knowledge and Ideas is important when examining key scenes or portions of works. Explore varying perspectives of the work such as historical accounts or any background knowledge that can assist in determining the author's overall purpose. Understanding the interplay between text and context can influence how an audience analyzes a text.	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	English I & II	Compare audio and visual media to written forms of essays and literature to determine meaning, ideas, themes, point of view, etc.	Essays and Media presentations with adherence to structure, punctuation, usage, and style and use of	To Kill a Mockingbird, Fantastic Voyage, "The Storyteller," "To Build a Fire," "Who Am I This Time," "The			PDP: 3.7 Research Resume writing. PDP: 1.4 Define future occupations.	

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)	RSL.8	(Not applicable to literature)	Students need to understand how an author uses source material in crafting a text, such as in allusions. They need to discover the source the author has alluded to and be able explain how that material was changed by the author.	from multiple perspectives. Analysis of a topic or theme from varying perspectives in allusions. They need to discover the source the author has alluded to and be able explain how that material was changed by the author.	the ideas being explored.	English I & II	view, etc.	rhetoric and the relationship to the written piece	Eupho Question," "A Rose for Emily," "The Monkey's Paw," "The Pit and the Pendulum," "The Black Cat," "The Devil and Daniel Webster."			
CCR. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.	CC. 9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RSL.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).				English I & II						
Reading Standards for 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 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RSL.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	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. 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. Whatever they are reading, students must also show a steadily growing ability to discern one from and make other 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.	The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school. It also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge. . . This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.	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.	English I & II	Compare audio and visual media to written forms of essays and literature to determine meaning, ideas, themes, point of view, etc.	Essays and/or paragraphs with adherence to structure, punctuation, usage, and style and use of rhetoric	To Kill a Mockingbird, Fantastic Voyage, "The Storyteller," "To Build a Fire," "Who Am I This Time," "The Eupho Question," "A Rose for Emily," "The Monkey's Paw," "The Pit and the Pendulum," "The Black Cat," "The Devil and Daniel Webster."			
Reading Standards for 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 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.	RSI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	As students continue to determine a central idea of a text in high school, they need to examine not only how a central idea is developed but also how details in the text influence and add to a central idea. Students will need to use key details of a text to provide a summary that is free of personal opinions or feelings. Students need to examine how an author builds an opinion or a study with key details, paying close attention to how the ideas are introduced, sequenced, and developed. Finding connections between ideas should be reviewed.	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 present information, advance opinions, justify positions, and make judgments in order to inform and/or persuade readers. Analysis of these texts requires understanding the central ideas or argument as well as the interactions between and among ideas/arguments.	Knowledge-based information is an ever-changing expanding genre, which encompasses data, which comprehends and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.	English I & II	Literature evaluation	Essays and/or paragraphs with adherence to structure, punctuation, usage, and style and use of rhetoric and its relationship to the written piece	To Kill a Mockingbird, Fantastic Voyage, "The Storyteller," "To Build a Fire," "Who Am I This Time," "The Eupho Question," "A Rose for Emily," "The Monkey's Paw," "The Pit and the Pendulum," "The Devil and Daniel Webster."	PDP: 1.10 Identify the components of an employment portfolio		
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 central idea of a text and analyze 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.	RSI.2	Determine a central idea of a text and analyze 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	Literature evaluation			PDP: 1.12 List proficiency in program competencies		
CCR. 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	CC. 3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RSI.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.				English I & II	Evaluate character motivation and author's purpose					
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 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 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	Essays with adherence to structure, punctuation, usage, and style with direct inference to literary piece and its relationship to other pieces or chapters	To Kill a Mockingbird, Fantastic Voyage, "The Storyteller," "To Build a Fire," "Who Am I This Time," "The Eupho Question," "A Rose for Emily," "The Monkey's Paw," "The Pit and the Pendulum," "The Black Cat," "The Devil and Daniel Webster."	PDP: 1.2 Discover self-motivation techniques and establish short-term goals. PDP: 1.1 Complete a self-assessment and identify individual learning styles		
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 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	Students are asked to evaluate whether the evidence that is used is legitimate and if 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	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	English I & II	Media presentations	Essays and/or paragraphs with adherence to structure, punctuation, usage, and style and use of rhetoric	biographies, manuals, diaries, workplace ethics; the role of values in making decisions. PDP: SK.1 Research career interests. PDP: SK.2 Identify personal interests. PDP: SK.5 Describe	PDP: 3.12 Examine workplace ethics: the role of values in making decisions. PDP: SK.1 Research career interests. PDP: SK.2 Identify personal interests. PDP: SK.5 Describe		
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.	RSE-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.	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.	still believe that if it is in print, it is true. Having the tools to legitimately evaluate sources is very important at this level.	thinking and enhances the understanding of content.	English I & II			Martin Luther King's "I Have a Dream", Gettysburg Address, "Letter from the Birmingham Jail," "Scottsboro Boys"	workplace components. PDP: SK.8 Identify personal qualities that are desirable for the workplace. PDP: SK.9 Recognize the importance of goals.			
CCR-10	Read and comprehend complex literary and informational texts independently and proficiently.	CC-10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range	RSE-10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range	Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience. 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. 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.	The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school. It also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge..." This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.	In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex informational 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.	English I & II	novels, short stories, essays, reports	interpret and convey meaning in written and auditory form	Summarize author's purpose in including historical elements within nonfiction and its relationship to the period and characters, "Ghost of Everest," "To Kill a Mockingbird," "Fantastic Voyage" (scientific developments), "Harrison Bergeron," "The Feeling of Power," "There Will Come Soft Rains"				

Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film.	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics.	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

