

**9th -10th English/ Language Arts
Reading Standards for Literature**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<p align="center">Cluster</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. 	<p align="center">Use big ideas to support understanding</p>	<p align="center">Cluster</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> Determine which quotes best demonstrate the meaning of the text or an inference drawn from a text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it). Determine the theme or central idea of the text and select details that relate to it; recount the text. Determine how characters change or develop over the course of a text. 	<p align="center">Guidance</p> <p>Key Ideas and Details</p> <p>Concepts: <i>Authors organize text and provide information to support readers in understanding the theme or central idea, remembering the text, and understanding how characters develop over the course of a text.</i></p> <p>Skills: Make inferences based on the text; select quotes from the text that support the inference; determine the theme or central idea of a text; select details from the text that relate to the theme or central idea; remember and recount the text; identify characters in the text; describe characters in the text; determine how characters change or develop over the course of a text.</p> <p>Big Ideas: Comprehending a text requires a reader to think about and remember the entire text including the theme or central idea, how characters develop throughout the text, and quotes that best reflect the overall meaning.</p>

				<p>Essential Questions: What inferences does the author expect me to make? What quotes from the text support that inference? What is a theme or central idea? What details in the text relate to the theme or central idea? How do the characters change or develop from the beginning to the end of the text? How do I remember all of this?</p>
Craft and Structure			Craft and Structure	Craft and Structure
Cluster	<p>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).</p> <p>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.</p>	<p>Use word choice and structure to support meaning</p>	Cluster	<p>4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech.</p> <p>5. Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks).</p> <p>Concepts: <i>Authors intentionally use words and phrases as well as the structure of the text to convey meaning.</i></p> <p>Skills: Determine the meaning of words in a text; determine the meaning of simple analogies, idioms, and figures of speech in a text; sequence events in a story that are presented out of order in the text; identify similarities and differences between own experiences and experiences of characters in a story or drama set outside the United States.</p>
			Guidance	

<p>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.</p>	<p>6. Compare and contrast the experiences of characters in story or drama from outside the United States with personal experience.</p>	<p>Big Ideas: Comprehension is improved when a reader determines the intended meaning of words, understands the structure of the text, and relates the experiences of characters to his or her own experiences.</p> <p>Essential Questions: What do these words mean? What analogies does the author use? What idioms or other figures of speech does the author use? What do they mean? What events does the author write about? What is the actual order of those events? What does the character experience in this story or drama? How are those experiences the same or different from my experiences?</p>
Integration of Knowledge and Ideas		
<p>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).</p> <p>8. (Not applicable to literature)</p> <p style="text-align: center;">Analyze ideas and themes across texts and</p>	<p>7. Analyze the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration) and determine what is present and absent in each.</p> <p>8. (Not applicable to literature)</p> <p style="text-align: center;">Analyze ideas and themes across texts and</p>	<p>Concepts: <i>Authors and artists make choices in the way they represent subjects or topics and how they relate them to one another.</i></p> <p>Skills: Determine how a subject or topic is represented in different artistic mediums; compare and contrast the representation of a subject or topic in one medium with its representation in another; identify references to another text that appear in a text being read; determine how an author draws upon one text in writing another.</p>

Clu	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).	ACROSS TEXTS AND mediums	Clu	9. Determine how an author has drawn upon or included references to another text (e.g., book 3 in a series draws on information from 1 and 2; one author draws upon another author's text).	Gu	<p>Big Ideas: Texts and other artistic representations can have their own unique features and draw upon or relate to one another in many ways.</p> <p>Essential Questions: What is the topic or subject of this artistic work? What is the author trying to get me to understand? How is it the same or different from this other artistic work? Is there something about another text in this text? Does the author tell me it comes from another text? Do I have to think about where I have read that before?</p>
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity		
r	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.	Understand text	r	10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., <i>Read or listen to this text to determine how the main character changes over time. Read or listen to this text to determine how the author has drawn upon the text we read last week.</i>).	dance	<p>Concept: <i>Listening and reading are active processes.</i></p>

Cluste		Cluste		Gui	<p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p>Big Idea: Engaging during reading or listening requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>
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9th -10th English/ Language Arts
Reading Standards for Informational Text

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Key Ideas and Details		Key Ideas and Details	Key Ideas and Details
<p style="text-align: center;">Cluster</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. 	<p>Use big ideas to support text</p>	<p style="text-align: center;">Cluster</p> <ol style="list-style-type: none"> 1. Determine which quotes best demonstrate the meaning of the text or an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student determines one or more quotes that support it). 2. Determine the theme or central idea of the text and select details that relate to it; recount the text. 3. Determine how ideas or events in a text are related. 	<p style="text-align: center;">Guidance</p> <p>Concepts: <i>The key ideas and details in a text support inferences, relate to the theme or central idea, and link ideas and events.</i></p> <p>Skills: Make inferences based on the text; select quotes from the text that support the inference; determine the theme or central idea of a text; select details from the text that relate to the theme or central idea; recount the text; identify ideas or events in the text; determine how the ideas or events are related.</p> <p>Big Ideas: Authors provide information to support readers in understanding the theme or central idea, making inferences, and understanding the relationship between ideas or events in a text.</p>

			<p>Essential Questions: What inferences does the author expect me to make? What quotes from the text support that inference? What is the theme or central idea? What details in the text relate to the theme or central idea? What are the key ideas in the text? How are those ideas related? What are the key events in the text? How are those events related? How do I remember all of this?</p>
	Craft and Structure	Craft and Structure	Craft and Structure
Cluster	<p>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).</p> <p>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).</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech.</p> <p>5. Determine which sentences or paragraphs relate to the ideas or claims that an author has made (e.g., Read or listen to the text to tell me which sentences tell about the author’s belief that we need better recycling programs).</p>	<p>Concepts: <i>Texts include words, sentences, and paragraphs that convey specific meanings and the author's ideas, claims, point of view, and purpose.</i></p> <p>Skills: Determine the meaning of words in a text; determine the meaning of simple analogies, idioms, and figures of speech in a text; identify the ideas or claims that the author makes; determine which sentences or paragraphs relate to the ideas or claims; identify the author's point of view or purpose; determine which sentences or paragraphs reflect the author's point of view or purpose.</p>
	Use word choice and structure to support meaning	Cluster	Guidance

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.

6. Determine which sentences and paragraphs in a text reflect an author's point of view or purpose.

Big Ideas: Comprehension is improved when a reader determines the intended meaning of words and works to find the relationship between words, sentences, paragraphs and the author's ideas, claims, point of view, and purpose.

Essential Questions: What do these words mean? What analogies does the author use? What idioms or other figures of speech does the author use? What do they mean? What claims is the author making? What are the author's ideas? What sentences or paragraphs relate to the claims and ideas? What is the author's point of view or purpose? What sentences or paragraphs reflect the author's point of view or purpose?

Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
<p>Cluster</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Compare information across sources</p>	<p>Cluster</p> <p>7. Analyze various accounts of a subject told in two different artistic mediums (e.g., a person’s life story in print and multimedia) and determine what is present and absent in each.</p> <p>8. Analyze the argument or specific claims and determine what evidence is provided to support them.</p> <p>9. Analyze accounts of U.S. documents of historical and literary significance and determine what themes are addressed in each.</p>	<p>Guidance</p> <p>Concepts: <i>Authors and artists make choices about the way they represent subjects, the claims or arguments they make, and the themes they address.</i></p> <p>Skills: Determine how a subject or topic is represented in different artistic mediums; analyze the similarities and differences between the representation of a subject or topic in one medium and its representation in another; identify the author’s arguments or specific claims; analyze the evidence provided to support the arguments or claims; analyze accounts of US documents; determine the themes in U.S. documents of historical or literary significance.</p> <p>Big Ideas: Texts and other artistic representations of a subject can have their own unique features including different arguments, claims, and themes that are supported in a variety of ways.</p>

Essential Questions: What is the topic or subject of this artistic work? What is the author trying to get me to understand? Am I paying attention to all the important information? Am I really analyzing the information? What is the best way to think about this? How is it the same or different from this other artistic work? What arguments or claims is the author making? What evidence does the author provide to support those claims or arguments? What is this document really telling me? What are the themes in this U.S. document of historical or literary significance?

Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity			Range of Reading and Level of Text Complexity	
Cluster	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.	Understand text	Cluster	10. Demonstrate understanding of text while actively engaged in reading or listening to literary nonfiction for clearly stated purposes (e.g., <i>Read or listen to the text to determine what it tells us about the man’s life that we did not learn in the video</i>).	Guidance	<p>Concept: <i>Listening and reading are active processes.</i></p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p>Big Idea: Engaging during reading or listening requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>	

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

**9th -10th Grade English/ Language Arts
Writing Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Text Types and Purposes		Text Types and Purposes	Text Types and Purposes
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>		<p>1. Write* a claim that results from studying a topic or reading a text.</p> <p>a. Support claim with two reasons or other relevant evidence drawn from the text when appropriate.</p>	<p>Concepts: <i>The purpose for writing influences structure, organization and the decisions writers make about the type and amount of information to include.</i></p> <p>Skills: Read, view and/or listen to information on a topic; write a claim based on information reviewed; support it with reasons or evidence; write one opposing or counterclaim; write informational or explanatory text; write the topic; choose a graphic or multimedia; decide if the graphic or multimedia helps others understand the information; decide what facts or evidence support the topic; write about the facts or evidence; organize facts and evidence; use vocabulary specific to topic; write a closing; write a narrative starting with the problem situation or event; include a narrator or characters; use temporal words to describe event order; use dialog; write about one or more characters.</p>

b. Develop claim(s) 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.

c. 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.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

b. State one opposing or counterclaim.

c. Provide a closing or concluding statement.

2. Write* an informative or explanatory text.

Big Ideas: Selecting the structure, organization, details and evidence helps achieve the purpose for writing.

Essential Questions: What does this resource tell me about the topic? Why am I writing? What is my goal or purpose for writing? Am I making a claim? How can I support the claim? Am I informing someone about that? Am I explaining something? Am I writing about something I did or something I wish I could do? What is my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Who is a character I want to write about? What words describe the character? Have I told what happens first? Next? Last? Do I want to have a narrator in my text? Do I want the characters to say something in the text? Have I written a closing?

Cluster

- e. Provide a concluding statement or section that follows from and supports the argument presented.
- 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.
 - a. 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.
 - b. 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.

Use supporting information in writing

Cluster

- a. Write* the topic.
- b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.
- c. Develop the topic with three or more facts or concrete details.
- d. Use domain specific vocabulary.

Guidance

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

e. Provide a closing or concluding statement.

3. Write* narratives about personal or imagined experiences or events.

a. Introduce the narrative by stating the problem, situation or event.

b. Include a narrator or characters using words to signal event order.

c. Write* about multiple events and use temporal words to signal event order.

a. 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.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

d. Use dialogue as appropriate.

e. Provide a closing.

Production and Distribution of Writing		Production and Distribution of Writing	Production and Distribution of Writing
<p>Cluster</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p>	<p>Produce and publish extended text</p>	<p>Cluster</p> <p>4. Produce writing that addresses a particular task, purpose, or audience.</p> <p>5. With guidance and support from adults, add more and clarify writing to strengthen and develop it relative to the purpose or audience.</p> <p>6. Use technology to produce and publish writing.</p>	<p>Concept: <i>Writing is a multi-step process that results in products that can be shared.</i></p> <p>Skills: Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; revisit and revise plan as needed; use technology to produce and publish writing.</p> <p>Big Ideas: Writing requires thinking, planning and problem solving in order to produce a product that others will understand.</p> <p>Guidance</p>

Essential Questions: Why am I writing? What is my goal or purpose for writing? What do I want to include in my writing? What do I have to do to meet my goal? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? Am I sticking to my plan? Does my plan have to change? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?

Research to Build and Present Knowledge	<p style="text-align: center;">Gather and report information in writing</p>	Research to Build and Present Knowledge	Research to Build and Present Knowledge
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>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.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>7. Write* to answer and pose questions or solve a problem based on two or more sources of information.</p> <p>8. Determine if a source provides information that is important to the topic and select quotes that provide relevant information.</p> <p>9. Write* about information gathered from literary or informational texts.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concept: <i>Research supports writing to inform or respond.</i></p> <p>Skills: Identify the question to be answered; identify sources that will give information about a question or topic; determine if source information is important; after reviewing sources, ask any additional questions; identify quotes relevant to the topic; write about literature; write about literary nonfiction.</p> <p>Big Idea: Reading and other research provide information that is useful when writing to demonstrate understanding and respond to questions.</p>

a. 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]”).

b. 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”).

a. Apply *grade 9 Extended Reading Standards* to literature (e.g., *Write* to recount the story*).

b. Apply *grade 9 Extended Reading Standards* to literary nonfiction (e.g., *Write* to describe information provided in the book that was not in the video*).

Essential Questions: What do I want to know about this? Where can I find information about this? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text? What questions do I have about the information in the text? Does the information from the sources important to include in my writing?

Range of Writing		Range of Writing		Range of Writing	
Cluster	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.	Cluster	10. Write* over extended time frames (adding to the same text over multiple sessions) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Guidance	<p>Concept: <i>The time it takes to develop a writing product is dependent on the task, purpose and audience.</i></p> <p>Skills: Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic.</p> <p>Big Idea: Good writers continue working on writing until it meets their purpose.</p> <p>Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?</p>

* All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

**9th -10th Grade English/ Language Arts
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Comprehension and Collaboration		Comprehension and Collaboration	Comprehension and Collaboration
<p>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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>		<p>1. Initiate and participate in communicative exchanges.</p> <p>a. Come to discussions prepared to share</p>	<p>Concepts: <i>Communication exchanges are thoughtful, reciprocal, rule based, and dynamic.</i></p> <p>Skills: Initiate communicative exchanges, prepare for discussion; follow rules; carry out assigned roles; ask questions; determine and remain on topic when participating in discussion; provide a logical link when changing topics, answering questions, or making a connection; determine when the topic shifts; adjust comments and questions to new topic; determine whether information presented in a variety of media is credible; determine whether a speaker's claims are credible.</p>

Cluster

- b. 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.
- c. 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.
- d. 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.

Purposeful communication

Cluster

- b. With Guidance and support from communication partners, follow agreed upon rules for discussions and carry out assigned roles.
- c. Remain on the topic of the discussion or logically link (e.g., *that reminds me of...*) to new topics when asking or answering questions or making other connections.
- d. Acknowledge when a communication partner changes the topic and shift own comments and questions as warranted.

Guidance

Big Ideas: Successful communicators initiate and respond, follow rules, attend to the topic, and draw upon information provided by speakers.

Essential Questions: Do I want to say something? What do I want to say? How can I get someone's attention? How do I start? How do I prepare? What are the rules? What is my role? What is the topic? What more do I want to know about this topic? How do I answer the question? Can I change the topic? Did someone else change the topic? Should I believe what I am hearing? Is that a fact or an opinion? Why should I believe that?

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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

2. Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible.

3. Evaluate the claims made by a speaker and determine whether or not they are credible (e.g., fact or opinion; supported or unsupported).

<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p style="text-align: center;">Present Information</p>		<p>Presentation of Knowledge and Ideas</p> <p>4. Present findings including relevant descriptions, facts, or details with an organization that supports purpose, audience and task.</p> <p>5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.</p> <p style="text-align: center;">Cluster</p>	<p>Presentation of Knowledge and Ideas</p> <p>Concepts: <i>Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</i></p> <p>Skills: Identify findings related to a subject; identify descriptions, facts or details related to findings; organize this information to support the purpose, audience and task; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p style="text-align: center;">Guidance</p>
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6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

Big Ideas: Effective communication can occur with just one or two words but presentations and some other exchanges require more complete information, consideration of the audience, and sometimes multimedia supports.

Essential Questions: What did I find out about this? How can I describe it? What facts or details are related to my findings? How should I organize the information for my audience or purpose? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly or differently? Do I need to add more detail?

**9th -10th Grade English/ Language Arts
Language Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Conventions of Standard English		Conventions of Standard English	Conventions of Standard English
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing/speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Conventional communication</p>	<p>1. Demonstrate understandings of Standard English grammar when writing and communicating</p> <p>a. Use adjectives and adverbs to convey specific meanings and add variety and interest.</p> <p>2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.</p>	<p>Concepts: <i>It matters which words, letters and punctuation you choose when communicating.</i></p> <p>Skills: Use adjectives when communicating; use adverbs when communicating; use ending punctuation; use capitalization; use commas; spell words using letter-sound relationships and/or common spelling patterns; spell high frequency words correctly.</p> <p>Big Ideas: Communicating involves choosing the right words, letters and punctuation.</p>

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Guidance

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

a. Use commas in greetings and closings of letters and other correspondence.

b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

c. Spell high frequency words correctly.

Essential Questions: What word or words can I use to describe that person, thing or action? What mark should I use at the end of a sentence? What mark should I use at the end of a question? What mark should I use at the end of an exclamation? Do I need a comma here? Should I capitalize that? How do I spell that word? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word?

Knowledge of Language		Knowledge of Language	Knowledge of Language
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Effective communication</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>3. Use knowledge of language to achieve desired meaning when writing* or communicating, and to support comprehension while reading or listening.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concepts: <i>Specific words influence meaning in reading, writing and communication.</i></p> <p>Skills: Determine desired meaning; select words that convey desired meaning; use words in sentences to communicate precise intended message; use background knowledge to understand spoken or written communication; use knowledge of words and word order to support understanding.</p> <p>Big Ideas: Carefully chosen language makes communication more precise and supports comprehension.</p> <p>Essential Questions: Which word is best? How should I write that? Was my message understood? Did I understand those words? What do I know about them? Did I understand the message?</p>

Vocabulary Acquisition and Use		Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. 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.</p>	<p style="text-align: center;">Acquire and use vocabulary</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <p>a. Use context to identify which word in an array of content related words is missing from a sentence.</p> <p>b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p>c. Use glossaries and beginning dictionaries (print or digital) to clarify the meaning of words and phrases.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guidance</p> <p>Concepts: <i>Words and phrases have meaning across context and in relation to one another.</i></p> <p>Skills: Use the context of a sentence to determine a missing word; seek clarification when a word is not understood; use a glossary or a dictionary to find the meaning of unfamiliar words, understand some words mean more than one thing; analyze the context to determine the meaning of multiple meaning words; interpret figures of speech; use words across contexts.</p> <p>Big Ideas: As words are learned and used, they are related to topics, contexts, and one another.</p> <p>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? What does that word mean? How do I figure it out? Can I look that up in a glossary or a dictionary? Does that phrase mean exactly what it says? Does that word mean more than one thing? How can I figure out what that word or phrase means here?</p>

d. 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).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

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.

5. Demonstrate understanding of figurative language and words relationships.

a. Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.

b. Analyze the meaning of multiple meaning words when encountered while reading or listening.

6. Acquire and use general academic and domain-specific words and phrases.

**11th -12th Grade English/ Language Arts
Reading Standards for Literature**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Key Ideas and Details		Key Ideas and Details	Key Ideas and Details
<p align="center">Cluster</p> <ol style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 	<p align="center">Understanding big ideas</p>	<p align="center">Cluster</p> <ol style="list-style-type: none"> Determine which quotes best demonstrate the explicit meaning or an inference drawn from the text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it). Determine the theme or central idea of a text and select details that show how it is conveyed in the text; recount the text. Determine how characters change and develop over the course of the text. 	<p align="center">Guidance</p> <p>Concepts: <i>Authors organize a text and provide information to support readers in understanding the theme or central idea, remembering the text, and understanding how characters develop over the course of a text.</i></p> <p>Skills: Make inferences based on the text; select quotes from the text that support the inference; determine the theme or central idea of a text; select details that show how it is conveyed; remember and recount the text; identify characters in the text; describe characters in the text; determine how characters change or develop over the course of a text.</p> <p>Big Ideas: Comprehending a text requires a reader to think about and remember the entire text including the theme or central idea, how characters develop throughout the text, and quotes that best reflect the overall meaning.</p> <p>Essential Questions: What inferences does the author expect me to make? What quotes from the text support that inference? What is a theme or central idea? What details help me know the theme or central idea? How do the characters change or develop from the beginning to the end of the text?</p>

Craft and Structure		Craft and Structure	Craft and Structure
	<p>Cluster</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Use word choice and structure to support meaning</p>	<p>Cluster</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech; compare and contrast different word choices and their impact on meaning and tone.</p> <p>5. Determine how an author's choices concerning the structure of a text (e.g., sequence, where to begin or end a story, choice of details to emphasize) contributes to its meaning.</p> <p>6. Compare and contrast the point of view of the narrator or characters when figurative language is interpreted as intended or literally.</p>

			<p>Essential Questions: What do these words mean? What analogies does the author use? What idioms or other figures of speech does the author use? What do they mean? How would the meaning change if the author chose different words? How would the tone of the text change if the author chose different words? How did the author organize this text? How does that contribute to my understanding? How does the narrator or characters interpret the language? What changes if the narrator or character interprets it differently?</p>
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	
Cluster	<p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>Compare information across sources</p>	<p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), comparing and contrasting how each version interprets the source text.</p>
	<p>8. (Not applicable to literature)</p>		<p>8. (Not applicable to literature)</p>
		Cluster	Guidance

<p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>		<p>9. Determine explicit understanding of accounts of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature.</p>	<p>Big Ideas: Texts can be retold, recounted, and interpreted in a variety of ways.</p> <p>Essential Questions: How are these stories, dramas or poems the same and different? How do these stories, dramas or poems match the text they are based on? What does this text say? What does it mean?</p>
<p>Range of Reading and Level of Text Complexity</p>		<p>Range of Reading and Level of Text Complexity</p>	<p>Range of Reading and Level of Text Complexity</p>
<p>Cluster</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Understand text</p>	<p>Cluster</p> <p>10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., <i>Read or listen to the text to determine how the sequence influences the meaning; Read or listen to this text to decide how the character changes during the story</i>).</p>	<p>Guidance</p> <p>Concept: <i>Listening and reading are active processes.</i></p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p>Big Idea: Engaging during reading or listening requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>

**11th -12th Grade English/ Language Arts
Reading Standards for Informational Text**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Key Ideas and Details		Key Ideas and Details	Key Ideas and Details
<p align="center">Cluster</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p align="center">Understanding big ideas</p>	<p align="center">Cluster</p> <p>1. Determine which quotes best demonstrate the explicit meaning or an inference drawn from the text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it).</p> <p>2. Determine the theme or central idea of a text and select details that show how it is conveyed in the text; recount the text.</p> <p>3. Analyze specific individuals, ideas, or events and determine how they interact over the course of the text.</p>	<p align="center">Guidance</p> <p>Concepts: <i>The key ideas and details in a text support inferences, convey the theme or central idea, and describe the interactions between individuals, ideas, and events in a text.</i></p> <p>Skills: Make inferences based on the text; determine which quotes from the text support the inference; determine which quotes from the text support the explicit meaning; determine the theme or central idea of a text; select details from the text that convey the theme or central idea; recount the text; analyze key ideas and details about individuals, ideas or events in the text; determine how the individuals, ideas or events interact.</p> <p>Big Ideas: Authors provide information to support readers in understanding the theme or central idea, making inferences, and understanding the interaction between individuals, ideas or events in a text.</p>

			<p>Essential Questions: What inferences does the author expect me to make? What quotes from the text support that inference? What quotes best demonstrate the stated meaning of the text? What is the theme or central idea? How do I know the theme or central idea? What does the text tell me about individuals, ideas or events? How do specific individuals, ideas or events interact throughout the text?</p>
Craft and Structure		Craft and Structure	Craft and Structure
<p>Cluster</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Use word choice and structure to support meaning</p>	<p>Cluster</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms, and figures of speech; determine how the author uses a key term over the course of a text.</p> <p>5. Determine how an author’s choices concerning the structure of a text (e.g., sequence, point to emphasize, amount of evidence to provide) contribute to its meaning.</p> <p>6. Determine an author’s purpose in choosing to use rhetoric when writing a text.</p>	<p>Guidance</p> <p>Concepts: <i>Texts include words, phrases and structures that contribute to the meaning and reflect the author’s purpose.</i></p> <p>Skills: Determine the meaning of words in a text; determine the meaning of simple analogies, idioms, and figures of speech in a text; determine the author’s purpose in using the figures of speech and structures.</p> <p>Big Ideas: Comprehension is improved when a reader understands the choices an author makes in selecting words and structures to convey meaning.</p>

			<p>Essential Questions: What do these words mean? What analogies does the author use? What idioms or other figures of speech does the author use? What do they mean? Why did the author use them? How is the text organized? How does the organization or structure help me understand? Why did the author organize it that way?</p>
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
<p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>Analyze information across sources</p>	<p>7. Analyze information presented in different media or formats (e.g., print, visual, auditory) to answer questions or solve problems.</p> <p>8. Demonstrate understandings of claims and arguments in works of public advocacy presented in print, video, or recounted formats.</p> <p>9. Determine the purpose of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, and the Bill of Rights) presented in print, video, audio, or recounted formats.</p>	<p>Concepts: <i>Authors make choices about the way they present information, state claims and make arguments based on the intended purpose.</i></p> <p>Skills: Identify information in text or other media formats; use the information to answer questions or solve problems; identify claims and arguments in works of public advocacy; demonstrate understanding of those claims; determine the purpose of the foundational U.S. documents as presented.</p> <p>Big Ideas: Texts and other media sources present information that meets a variety of purposes such as supporting claims and arguments, answering questions, and solving problems.</p>
Cluster		Cluster	Guidance

			<p>Essential Questions: What information is provided in the texts and media sources I have? How does the information help me answer the question or solve the problem? What claims or arguments are made in this text or media source? What do they mean? What is the purpose of this document as it is presented?</p>
Range of Reading and Level of Text		Range of Reading and Level of Text	Range of Reading and Level of Text Complexity
<p>Cluster</p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Comprehend text</p>	<p>Cluster</p> <p>10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., <i>Listen to parts of the President’s speech to determine his purpose; Read this page to determine which words the author was trying to emphasize</i>).</p>	<p>Guidance</p> <p>Concept: <i>Listening and reading are active processes.</i></p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p>Big Idea: Engaging during reading or listening requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

**11th -12th Grade English/ Language Arts
Writing Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Text Types and Purposes		Text Types and Purposes	Text Types and Purposes
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>		<p>1. Write* an argument to support a claim that results from studying a topic or reading a text.</p> <p>a. State claim clearly.</p>	<p>Concepts: <i>The purpose for writing influences structure, organization and the decisions writers make about the type and amount of information to include.</i></p> <p>Skills: Gather information on a debateable topic; determine your position; write a clearly stated claim based on the information; write an argument using simple sentences or simple compound sentences; write one opposing or counterclaim; write informational or explanatory text; write the topic; choose a graphic or multimedia; decide if the graphic or multimedia helps others understand the information; decide what facts or evidence support the topic; write about the facts or evidence; organize facts and evidence; use vocabulary specific to topic; write a closing; write a narrative stating the problem, situation or event; include a narrator or characters; use temporal words to describe event order; use dialog; write about one or more characters.</p>

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

b. State one opposing or counterclaim.

c. Support claim with two reasons or other relevant evidence drawn from the text when appropriate.

d. Use complete, simple sentences, as well as simple compound sentences when appropriate.

e. Provide a closing or concluding statement.

Big Ideas: Selecting the right structure, organization, information and words helps achieve the purpose for writing.

Essential Questions: What does this resource tell me about the topic? What do I think about the information? What do I think about that? What claim do I want to make? How can I support the claim in a sentence? Do I want to inform someone about a topic? Do I want to explain something? What is my topic? What are important words to use about the topic? What facts or details do I know that support the topic? What characters do I want to write about? What do I want my characters to say? Have I told what happens first? Next? Last? Do I want to have a narrator in my text? Do I want to use graphics or multimedia to support my writing? Have I written a closing?

Cluster

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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Use supporting information in writing

Cluster

2. Write* informative or explanatory texts that convey ideas, concepts and information.

a. Write* the topic.

b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.

c. Develop the topic with three or more facts or relevant details emphasizing those that are most important when appropriate.

d. Use domain specific vocabulary.

Guidance

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

e. Provide a closing or concluding statement.

3. Write* narratives about personal or imagined experiences or events.

a. Introduce the narrative by stating the problem, situation or event; introduce a narrator or characters.

b. Write* about multiple events in a logical sequence using temporal words to signal event order.

c. Use dialogue as appropriate.

		<p>d. Use precise words and phrases to convey details.</p> <p>e. Use complete, simple sentences, as well as simple compound sentences when appropriate.</p> <p>f. Provide a closing.</p>	
Production and Distribution of Writing		Production and Distribution of Writing	
<p>Cluster</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Revising and publishing own writing</p>	<p>Cluster</p> <p>4. Produce writing* that addresses a particular task, purpose, or audience.</p> <p>5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it relative to the purpose or audience.</p> <p>6. Use technology to produce and publish writing*.</p>	<p>Guidance</p> <p>Production and Distribution of Writing</p> <p>Concept: <i>Writing is a multi-step process that results in products that can be shared.</i></p> <p>Skills: Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; revisit and revise plan as needed; use technology to produce and publish writing.</p> <p>Big Ideas: Writing requires thinking, planning and problem solving in order to produce a product that others will understand.</p>

		<p>Essential Questions: Why am I writing? What is my goal or purpose for writing? What do I want to include in my writing? What do I have to do to meet my goal? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? Am I sticking to my plan? Does my plan have to change? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>
<p>Research to Build and Present Knowledge</p>	<p>Research to Build and Present Knowledge</p>	<p>Research to Build and Present Knowledge</p>
<p>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.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>7. Write* to answer and pose questions or solve a problem based on two or more sources of information.</p> <p>8. Determine if a source provides information that is important to the topic and select quotes that provide relevant information.</p>	<p>Concept: <i>Research supports writing to inform or respond.</i></p> <p>Skills: Identify the question to be answered; identify sources that will give information about a question or topic; determine if source information is important; after reviewing sources, ask any additional questions; identify quotes relevant to the topic; write about literature; write about literary nonfiction.</p>

Cluster

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

a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Gather and report information in writing

Cluster

9. Write* about information gathered from literary or informational texts.

a. Apply *grades 11-12 Extended Reading Standards* to literature (e.g., *Write* to recount the story.*)

b. Apply *grades 11-12 Extended Reading Standards* to literary non-fiction (e.g., *Write* to describe information provided in the book that was not in the video.*).

Guidance

Big Idea: Reading and other research provide information that is useful when witing to demonstrate understanding and respond to questions.

Essential Questions: What do I want to know about this? Where can I find information about this? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text? What questions do I have about the information in the text? Does the information from the sources important to include in my writing?

Range of Writing	Write	Range of Writing	Range of Writing
Cluster		Cluster	Guidance
<p>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.</p>		<p>10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Concept: <i>The time it takes to develop a writing product is dependent on the task, purpose and audience.</i></p> <p>Skills: Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic.</p> <p>Big Idea: Good writers continue working on writing until it meets their purpose.</p> <p>Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?</p>

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

**11th -12th Grade English/ Language Arts
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
Comprehension and Collaboration		Comprehension and Collaboration	Comprehension and Collaboration
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>		<p>1. Initiate and participate in communicative exchanges.</p> <p>a. Come to discussions prepared to share</p> <p>b. With guidance and support from communication partners, set goals, follow agreed upon rules for discussions and carry out assigned roles.</p>	<p>Concepts: <i>Communication exchanges are thoughtful, reciprocal, rule based, and dynamic.</i></p> <p>Skills: Prepare for discussion; set goals; follow rules; carry out assigned roles; ask and respond to questions about reasoning and evidence; determine and remain on topic when participating in discussion; provide a logical link when changing topics, answering questions, or making a connection; determine when the topic shifts; adjust comments and questions to new topic; determine whether information presented in a variety of media is credible; determine whether a speaker's claims are credible.</p> <p>Big Ideas: Successful communicators initiate and respond, set goals and follow rules, negotiate the topic, evaluate and adjust.</p>

Cluster

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Purposeful communication

Cluster

c. Pose and respond to questions regarding the reasoning or evidence to support comments.

d. Remain on the topic of the discussion or logically link (e.g., *that reminds me of... That makes me wonder...*) to new topics when asking or answering questions or making other contributions; shift own comments and questions as required by changing topics.

e. Acknowledge when communication partners offer diverse or contradicting points of view and pose questions to increase understanding of their perspective.

2. Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

Guidance

Essential Questions: Should I say something? What do I want to say? How do I prepare? What is my goal? What are the rules? What is my role? What is the topic? What more do I want to know about this topic? Do I have a question? How do I answer the question? Can I change the topic? Did someone else change the topic? Should I believe what I am hearing? Is that a fact or an opinion? Why should I believe that?

		3. Evaluate the claims made by a speaker and determine whether or not they are credible (e.g., fact or opinion; supported or unsupported).	
Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas	Presentation of Knowledge and Ideas
<p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>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.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	Descriptive communication	<p>4. Present findings including relevant descriptions, facts, or details as well as alternative or opposing information, with an organization that supports purpose, audience and task.</p> <p>5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and interest.</p> <p>6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p>	<p>Concepts: <i>Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</i></p> <p>Skills: Identify findings related to a subject; identify descriptions, facts or details related to findings; determine opposing facts or details; organize this information to support the purpose, audience and task; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p>Big Ideas: Effective communication can occur with just one or two words but presentations and some other exchanges require more complete information, consideration of the audience, and sometimes multimedia supports.</p>
Cluster		Cluster	Guidance

				<p>Essential Questions: What did I find out about this? How can I describe that? What facts or details are related to those findings? Are there facts or details that tell me something different? How should I organize the information for my audience or purpose? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly or differently?</p>
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**11th -12th Grade English/ Language Arts
Language Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>		<p>Conventions of Standard English</p> <p>1. Demonstrate understandings of Standard English grammar when writing and communicating</p> <p>a. Apply understandings of the need for Standard English in some settings (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).</p> <p>b. Seek support in editing final written products to insure message is conveyed clearly.</p>	<p>Conventions of Standard English</p> <p>Concepts: <i>Consideration of the context, words, letters and punctuation you choose matter when communicating .</i></p> <p>Skills: Consider the context when determining the need for Standard English; seek support in editing final written products; use ending punctuation; capitalize the first word in sentences, capitalize proper nouns; use letter-sound relationships and/or common spelling patterns; spell high frequency words correctly.</p> <p>Big Ideas: Communicating involves choosing and refining the words, letters, punctuation for the setting.</p>

Cluster

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation
- b. Spell correctly.

Conventional communication

Cluster

2. Demonstrate understandings of capitalization, ending punctuation and spelling when writing*.

- a. Use ending punctuation.
- b. Capitalize the first word in a sentence and proper nouns.
- c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- d. Spell high frequency words correctly.

Guidance

Essential Questions: What is my purpose for writing? How careful do I have to be? Does it have to be perfect? Who can help me edit it? Does my message say what I want? Did I remember periods, question marks and exclamation mark? Did I capitalize correctly? Did I spell the words correctly? Can I fix what is wrong?

Knowledge of Language	Effective communication	Knowledge of Language	Knowledge of Language
<p>Cluster</p> <p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>		<p>Cluster</p> <p>3. Use knowledge of language to achieve desired meaning when writing* or communicating, and to support comprehension while reading or listening.</p> <p>a. Vary syntax using a variety of simple and compound sentence structures.</p>	<p>Guidance</p> <p>Concepts: <i>Word choice and word order influence meaning in reading, writing and communication.</i></p> <p>Skills: Determine desired meaning; select words that convey desired meaning; use words in sentences to communicate precise intended message; use background knowledge to understand spoken or written communication; use knowledge of words and word order to support understanding.</p> <p>Big Ideas: Communication is more effective when words are carefully chosen and combined.</p> <p>Essential Questions: Which words are best? What order should I put them in? How should I write or say that? Was my message understood? Did I understand those words? What do I know about them? Did I understand the message?</p>

Vocabulary Acquisition and Use	
Cluster	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Acquire and use vocabulary

Vocabulary Acquisition and Use	
Cluster	<p>4. Demonstrate knowledge of words and phrases drawn from English language arts, math, and science content.</p> <p>a. Use context to identify which word in an array of content related words is missing from a sentence.</p> <p>b. Seek clarification and meaning support when unfamiliar words are encountered while reading or</p> <p>c. Use glossaries and beginning dictionaries (print or digital) to clarify the meaning of words and phrases.</p> <p>5. Demonstrate understanding of figurative language and words relationships.</p>

Guidance

Vocabulary Acquisition and Use	
	<p>Concepts: <i>Words and phrases have meaning across context and in relation to one another.</i></p> <p>Skills: Use the context of a sentence to determine a missing word; seek clarification when a word is not understood; use a glossary or a dictionary to find the meaning of unfamiliar words; understand some words mean more than one thing; analyze the context to determine the meaning of multiple meaning words; interpret figures of speech; use words across contexts.</p> <p>Big Ideas: As words are learned and used, they are related to topics, contexts, and one another.</p> <p>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? What does that word mean? Can I look that up in a glossary or a dictionary to find out what that word means? Does that phrase mean exactly what it says? Does that word mean more than one thing? How can I figure out what that word or phrase means here?</p>

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

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.

a. Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.

6. Analyze the meaning of multiple meaning words when encountered while reading or listening.