Alignment with Common Core Standards for English Language Arts (ELA)
English Language Development (ELD) or English Language Learners (ELL)

To date, 46 states and the District of Columbia have adopted the Common Core Standards Initiative for English Language Arts, including updated secondary English Language Development standards for English as a Second Language learners. **In 2012, the Character Development & Leadership Curriculum and the Role Models textbook were aligned to serve these new national standards.**

In an effort to assist districts and schools wishing to utilize this course as a primary source (English course) or as a secondary English supplement (remedial or other elective courses) that develop core ELA and ELD academic language capabilities, the following citation list has been created to demonstrate how and why this program specifically aligns with the new Common Core ELA standards.

Overall Alignment
The Character Development & Leadership (CD&L) Curriculum and Role Models textbook:
- Supports 80% of the ELA College & Career Readiness Anchor Standards
- Supports 75% of the 8, 9 & 10 ELA Speaking, Listening, Reading & Writing Standards
- Supports 60% of the 11& 12 ELA Speaking, Listening, Reading and Writing Standards
  (CD&L Curriculum specically supports non-fiction & expository literary standards)

Points of Emphasis
- The course transitions seamlessly from a low-stress, casual student engagement environment to activities that supplement specific English & ELD Curriculum goals.
- The structured set of 10 lesson plans per module address all learning styles and is highly engaging, interactive and meaningful, even to the most reluctant learners.
- Each module starts with informal, social language inquiry survey questions & natually progresses to the more formal, academic speaking & writing assessment language students must master.
- Weekly writing assignments provide expository and persuasive writing practice that exceeds national formal writing rubrics.
- The Role Model textbook contains high-interest biographical units that address the common core standard directive demanding 70% expository text use.
- The reading, writing, higher-order thinking, public speaking, community involvement & debate aspects of this course develop better thinkers, readers, writers and students.
- The high interest and interactive nature of the program is the key to success in using this curriculum to support both Character Development & Leadership and ELA skill building goals.
- No matter how it is implemented, the CD&L Program supports reading and writing test scores and meets new common core standards for ELA and ELD.

Purchasing & Funding: Because the new ELA & ELD core standard focus on non-fiction text mastery and academic language use, the CD&L Program now falls well within the support material guidelines used by districts when purchasing materials to assist students in the Socially and Economically Challenged and Second Language Learner funding subcategories.

Specific Alignment of 10 Lesson Plans: The Character Development & Leadership program provides a consistent format using 10 diverse lesson plans to teach each of the 18 modules. Regardless of how this program is implemented, these lesson plans are repeatedly taught in the context of a new character trait that is paired with a topic (i.e. responsibility is taught in the context of the topic of employability and workplace skills). Below we clearly identify how the 10 lesson plans specifically align with the ELA & ELD national common core standards:

1) Word/Quote of the Week Exercises: The featured character traits is individually and collectively defined, discussed and debated via direct instruction. Students are then prompted to provide, in both informal and academic language, oral and written responses to explain the meaning and theme for a featured quote from a historically significant person. Students are required to explain the featured quote and determine how it ties in with the character trait. Teachers can socratically engage students in oral discussions to improve informal language development or focus on written responses to improve formalized ELA or ELD skill sets.

> **ELA College & Career Readiness Anchor Standard**
> **Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3 , SL.4 , SL.6**
> **Reading: CCSS.ELA-Literacy.CCRA.R.1 ,R.2 ,R.3 ,R.4, R.8 , R.10**
> **Writing: CCSS.ELA-Literacy.CCRA.W.1 ,W.2**
> **Language: CCSS.ELA-Literacy. CCRA.L.1 ,L.2 ,L.3 ,L.4, L.6**
>
> **ELA » Speaking & Listening »**
> **Grade 8: CCSS.ELA-Literacy SL.8.1 , SL.8.2 , SL.8.3**
> **Grade 9-10: CCSS.ELA-Literacy SL.9-10.1 , SL.9-10.2**
> **Grade 11-12: CCSS.ELA-Literacy SL.11-12.1 , SL.11-12.2**

2) Ethical Dilemmas: Ethical dilemmas are provided in relation to the featured trait that is paired with the featured topic. Students provide short-answer written responses and then engage in lively and persuasive discussion/debate. The teacher-lead activity supports the formal written assignment required at the end of each module. The end result is improved higher-order thinking and decision-making skills, delievered painlessly in a format that students and teachers enjoy.

> **ELA College & Career Readiness Anchor Standard**
> **Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3 , SL.4 , SL.6**
> **Reading: CCSS.ELA-Literacy.CCRA.R.1 ,R.2 ,R.3 ,R.9 ,R.10**
> **Writing: CCSS.ELA-Literacy.CCRA.W.3 ,W.4**
> **Language: CCSS.ELA-Literacy. CCRA.L.1 ,L.2 ,L.3 ,L.5**
>
> **ELA » Speaking & Listening »**
> **Grade 8: CCSS.ELA-Literacy SL.8.4 ,SL.8.5 ,SL.8.6**
> **Grade 9-10: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6**
> **Grade 11-12: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6**
>
> **READING: ELA » Reading: Informational Text »**
> **Grade 8: CCSS.ELA-Literacy.RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10**
> **Grade 9-10: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10**
> **Grade 11-12: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10**
>
> **ELA» Writing »**
> **Grade 8: CCSS.ELA-Literacy W.8.1, W.8.2, W.8.3 , W.8.4 ,W.8.5 ,W.8.6 ,W.8.7 ,W.8.8 ,W.8.9 ,W.8.10 Grade 9-10: CCSS.ELA-Literacy W.9-10.1, W.9-10.2, W.9-10.3 , W.9-10.4 ,W.9-10.5 ,W.9-10.6 ,W.9-10.7 ,W.9-10.8 ,W.9-10.9 ,W.9-10.10**
> **Grade 11-12: CCSS.ELA-Literacy W.11-12.1, W.11-12.2 , W.11-12.3 ,W.11-12.4 ,W.11-12.5 ,W.11-12.6 ,W.11-12.7 ,W.11-12.8 ,W.11-12.9 ,W.11-12.10**

3) Weekly Lectures/Points of Emphasis: Students receive weekly direct instruction and collaborative question prompts from lectures supported with curriculum-provided Power Points, visuals and handouts. These teacher led sessions provide research studies, statistics and background information on each of the 18 weekly topics, i.e. The Importance of Education, Cultural Competence, Employability and Workplace skills, Setting Goals & Priorities… and are linked to the featured character trait of the week.

ELA College & Career Readiness Anchor Standard
Speaking & Listening: CCSS.ELA-Literacy.CCRA. SL.5 , SL.6
Reading: CCSS.ELA-Literacy.CCRA.R.1 ,R.2
Writing: CCSS.ELA-Literacy.CCRA.W.1 ,W.2 ,W.3 ,W.4 W.7 ,W.8
Language: CCSS.ELA-Literacy. CCRA.L.6

 ELA » Speaking & Listening »
 Grade 8: CCSS.ELA-Literacy SL.8.1 , SL.8.2 , SL.8.3 ,SL.8.4 ,SL.8.5 ,SL.8.6
Grade 9-10: CCSS.ELA-Literacy SL.9-10.1 , SL.9-10.2 ,SL.9-10.3 ,SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
Grade 11-12: CCSS.ELA-Literacy SL.11-12.4 ,SL.11-12.5 ,SL.11-12.6

4) Role Model Textbook: Each chapter is a short (10-12 pages), highly-engaging biographical sketch of an individual who exemplifies the featured trait. The textbook aligns with the new ELA standards that requires 70% of the literacy component to focus on expository reading. Students read the text and complete a discussion regarding the possible motivations and resulting positive actions by the profiled individual. This followed by a text factual recall quiz to determine and build reading retention comprehension of text facts and understanding of how thematic evidence supports unit goal claims. The end result is enhanced reading comprehension skills for expsoitory text, stronger vocabulary and a growing ability to decode text.

ELA College & Career Readiness Anchor Standard
Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3 ,
Reading: CCSS.ELA-Literacy.CCRA.R.1 ,R.2 ,R.3 ,R.5 ,R.8 ,R.10
Writing: CCSS.ELA-Literacy.CCRA W.1 W.4 W.7 W.8 ,W.410

ELA » Speaking & Listening »
Grade 8: CCSS.ELA-Literacy SL.8.4 ,SL.8.5 ,SL.8.6
Grade 9-10: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
Grade 11-12: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6

READING: ELA » Reading: Informational Text »
Grade 8: CCSS.ELA-Literacy.RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10
Grade 9-10: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10
Grade 11-12: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10

ELA» Writing »
Grade 8: CCSS.ELA-Literacy W.8.1, W.8.2, W.8.3 , W.8.4 ,W.8.5 ,W.8.6 ,W.8.7 ,W.8.8 ,W.8.9 ,W.8.10 Grade 9-10: CCSS.ELA-Literacy W.9-10.1, W.9-10.2, W.9-10.3 , W.9-10.4 ,W.9-10.5 ,W.9-10.6 ,W.9-10.7 ,W.9-10.8 ,W.9-10.9 ,W.9-10.10
Grade 11-12: CCSS.ELA-Literacy W.11-12.1, W.11-12.2 , W.11-12.3 ,W.11-12.4 ,W.11-12.5 ,W.11-12.6 ,W.11-12.7 ,W.11-12.8 ,W.11-12.9 ,W.11-12.10

5) Character Movies: Students view, discuss and debate selected scenes from appropriate popular movies that embody the featured character trait. Students will decode video component and process the themes in an educational way via the use of ethical follow up questions. Verbal and/or written responses to these questions challenge students to critically analyze these video segments from multiple points of reference.

ELA College & Career Readiness Anchor Standard

Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3

ELA » Speaking & Listening »
Grade 8: CCSS.ELA-Literacy SL.8.1 ,SL.8.2 ,SL.8.3
Grade 9-10: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
Grade 11-12: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6

6) Basic Skills: Practical and essential skills are provided for each module to help students become successful in school and beyond. Almost all of these skills are behavioral in nauture, so differences can be observed immediately. This is yet another source of informal learning that gets students up and moving around, actively involved in the learning process.

ELA College & Career Readiness Anchor Standard
Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3

ELA » Speaking & Listening »
 Grade 8: CCSS.ELA-Literacy SL.8.1 , SL.8.2 , SL.8.3 ,SL.8.4 ,SL.8.5 ,SL.8.6
Grade 9-10: CCSS.ELA-Literacy SL.9-10.1 , SL.9-10.2 ,SL.9-10.3 ,SL.9-10.4 ,SL.9-10.5
Grade 11-12: CCSS.ELA-Literacy SL.11-12.4 ,SL.11-12.5 ,SL.11-12.6

READING: ELA » Reading: Informational Text »
Grade 8: CCSS.ELA-Literacy.RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10
Grade 9-10: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10
Grade 11-12: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10

ELA» Writing »
Grade 8: CCSS.ELA-Literacy W.8.1, W.8.2, W.8.3 , W.8.4 ,W.8.5 ,W.8.6 ,W.8.7 ,W.8.8 ,W.8.9 ,W.8.10 Grade 9-10: CCSS.ELA-Literacy W.9-10.1, W.9-10.2, W.9-10.3 , W.9-10.4 ,W.9-10.5 ,W.9-10.6 ,W.9-10.7 ,W.9-10.8 ,W.9-10.9 ,W.9-10.10
Grade 11-12: CCSS.ELA-Literacy W.11-12.1, W.11-12.2 , W.11-12.3 ,W.11-12.4 ,W.11-12.5 ,W.11-12.6 ,W.11-12.7 ,W.11-12.8 ,W.11-12.9 ,W.11-12.10

7) Current Events via on-line blog: Via an on-line blog, a current event is provided related to character and leadership, either positively or negatively. An overview and a link to a short news video is provided along with the author's perspective (Dr. Hoedel). Follow up discussion questions in an effort to inspire students to contemplate the importance of character and leadership in today's society. Teachers can socratically engage students in oral discussions within the classroom or have students provide written comments on the website to participate in ongoing adult-moderated discussion and analysis.

       ELA College & Career Readiness Anchor Standard
       Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.4, SL.5 , SL.6

       ELA » Speaking & Listening »
       Grade 8: CCSS.ELA-Literacy SL.8.4 ,SL.8.5 ,SL.8.6
       Grade 9-10: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
       Grade 11-12: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6

       READING: ELA » Reading: Informational Text »
       Grade 8: CCSS.ELA-Literacy RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10
       Grade 9-10: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10
       Grade 11-12: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10

       ELA» Writing »
       Grade 8: CCSS.ELA-Literacy W.8.7 ,W.8.8 ,W.8.9 ,W.8.10
       Grade 9-10: CCSS.ELA-Literacy W.9-10.8 ,W.9-10.9 ,W.9-10.10
       Grade 11-12: W.11-12.8 ,W.11-12.9 ,W.11-12.10

8) Virtual Leadership Principles: Virtual lectures on 17 leadership principles are provided on the website by Dr. Hoedel and other leaders. Students will learn timeless leadership principles that will help them become successful in school, career and their personal lives. This real-world application will relate to all students, regardless of experience or ability. Discussion questions follow, and once again, this is another opportunity for the students to provide discussion or written responses.

       ELA College & Career Readiness Anchor Standard
       Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.4, SL.5 , SL.6

       ELA » Speaking & Listening »
       Grade 8: CCSS.ELA-Literacy SL.8.4 ,SL.8.5 ,SL.8.6
       Grade 9-10: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
       Grade 11-12: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6

       READING: ELA » Reading: Informational Text »
       Grade 8: CCSS.ELA-Literacy RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10
       Grade 9-10: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10
       Grade 11-12: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10

       ELA» Writing »
       Grade 8: CCSS.ELA-Literacy W.8.7 ,W.8.8 ,W.8.9 ,W.8.10
       Grade 9-10: CCSS.ELA-Literacy W.9-10.8 ,W.9-10.9 ,W.9-10.10
       Grade 11-12: W.11-12.8 ,W.11-12.9 ,W.11-12.10

9) The Use of Community Members as Local Role Models in the Classroom: In a effort to reinforce the importance of the featured character traits and leadership principles, community members from diverse backgrounds, SES and occupational settings are invited to speak to the students. These guest speakers are charged with providing their "*Life Lessons to the Next Generation.*" Students are responsible for taking notes and engaging the guest speaker with follow-up questions & discussion. Proper etiquette, including shaking hands and providing hand-written thank you notes are part of this process.

ELA College & Career Readiness Anchor Standard
Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3 , SL.4
Reading: CCSS.ELA-Literacy.CCRA.R.1 ,R.2 ,R.3 ,R.9
Language: CCSS.ELA-Literacy. CCRA.L.1 ,L.2 ,L.3 ,L.5

ELA » Speaking & Listening »
 Grade 8: CCSS.ELA-Literacy SL.8.1 , SL.8.2 , SL.8.3 ,SL.8.4 ,SL.8.5
Grade 9-10: CCSS.ELA-Literacy SL.9-10.1 , SL.9-10.2 ,SL.9-10.3 ,SL.9-10.4 ,SL.9-10.5
Grade 11-12: CCSS.ELA-Literacy SL.11-12.4 ,SL.11-12.5

10) Expository Writing Assignments: Each module culminates with an **expository writing assignment**, in response to essay-type questions about core beliefs and character related issues. This serves as a final academic written assignment that students will present in a formal oral presentation to classmates. If used as written, this provides students with the opportunity to write 18 expository writing assignments and present their work to the students on 9 separate occasions. This formal written and oral language output is required by (1) the national common core standards (2) tested on high school exit exams and (3) included on future college and work placement exams.

ELA College & Career Readiness Anchor Standard
Writing: CCSS.ELA-Literacy.CCRA.W.1 ,W.2 ,W.3 ,W.4, W.5 ,W.6, W.7 ,W.8, W.9 ,W.10
Language: CCSS.ELA-Literacy. CCRA.L.1, L.2, L.3, L.4

ELA » Speaking & Listening »
Grade 8: CCSS.ELA-Literacy SL.8.4 ,SL.8.5 ,SL.8.6
Grade 9-10: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
Grade 11-12: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6

READING: ELA » Reading: Informational Text »
Grade 8: CCSS.ELA-Literacy.RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10
Grade 9-10: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10
Grade 11-12: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10

ELA» Writing »
Grade 8: CCSS.ELA-Literacy W.8.7 ,W.8.8 ,W.8.9 ,W.8.10
 Grade 9-10: CCSS.ELA-Literacy,W.9-10.7 ,W.9-10.8 ,W.9-10.9 ,W.9-10.10
Grade 11-12: CCSS.ELA-Literacy W.11-12.7 ,W.11-12.8 ,W.11-12.9 ,W.11-12.10

Secondary: Overall College & Career Readiness ELA ANCHOR Standards for *Speaking & Listening, Reading, Writing and Language*:

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for *Speaking and Listening*

- **CCSS.ELA-Literacy.CCRA.SL.1**
- **CCSS.ELA-Literacy.CCRA.SL.2**
- **CCSS.ELA-Literacy.CCRA.SL.3**
- **CCSS.ELA-Literacy.CCRA.SL.4**
- **CCSS.ELA-Literacy.CCRA.SL.5**
- **CCSS.ELA-Literacy.CCRA.SL.6**

Comprehension and Collaboration

CCSS.ELA-Literacy.CCRA.SL.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.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Note on range and content of student speaking and listening: To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for *Reading*

- **CCSS.ELA-Literacy.CCRA.R.1**
- **CCSS.ELA-Literacy.CCRA.R.2**
- **CCSS.ELA-Literacy.CCRA.R.3**
- **CCSS.ELA-Literacy.CCRA.R.4**
- **CCSS.ELA-Literacy.CCRA.R.5**
- **CCSS.ELA-Literacy.CCRA.R.6**
- **CCSS.ELA-Literacy.CCRA.R.7**
- **CCSS.ELA-Literacy.CCRA.R.8**
- **CCSS.ELA-Literacy.CCRA.R.9**
- **CCSS.ELA-Literacy.CCRA.R.10**

Key Ideas and Details

CCSS.ELA-Literacy.CCRA.R.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.

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

CCSS.ELA-Literacy.CCRA.R.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.

CCSS.ELA-Literacy.CCRA.R.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.

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.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.

CCSS.ELA-Literacy.CCRA.R.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.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. Note on range and content of student reading: To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a

foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for *Writing*

- **CCSS.ELA-Literacy.CCRA.W.1**
- **CCSS.ELA-Literacy.CCRA.W.2**
- **CCSS.ELA-Literacy.CCRA.W.3**
- **CCSS.ELA-Literacy.CCRA.W.4**
- **CCSS.ELA-Literacy.CCRA.W.5**
- **CCSS.ELA-Literacy.CCRA.W.6**
- **CCSS.ELA-Literacy.CCRA.W.8**
- **CCSS.ELA-Literacy.CCRA.W.9**
- **CCSS.ELA-Literacy.CCRA.W.10**

Text Types and Purposes

CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.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.

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

Production and Distribution of Writing

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.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.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCSS.ELA-Literacy.CCRA.W.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.

Note on range and content in student writing: 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. 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 on 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.

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for *Language*

- **CCSS.ELA-Literacy.CCRA.L.1**
- **CCSS.ELA-Literacy.CCRA.L.2**
- **CCSS.ELA-Literacy.CCRA.L.3**
- **CCSS.ELA-Literacy.CCRA.L.4**
- **CCSS.ELA-Literacy.CCRA.L.5**
- **CCSS.ELA-Literacy.CCRA.L.6**

Conventions of Standard English

CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCSS.ELA-Literacy.CCRA.L.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.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.CCRA.L.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.

CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use: To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade-specific standards for Speaking & Listening , Reading and Writing:

Speaking & Listening

English Language Arts Standards » Speaking & Listening » Grade 8

- **CCSS.ELA-Literacy.SL.8.1**
- **CCSS.ELA-Literacy.SL.8.2**
- **CCSS.ELA-Literacy.SL.8.3**
- **CCSS.ELA-Literacy.SL.8.4**
- **CCSS.ELA-Literacy.SL.8.5**
- **CCSS.ELA-Literacy.SL.8.6**

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-Literacy.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

English Language Arts Standards » Speaking & Listening » Grade 9-10

- **CCSS.ELA-Literacy.SL.9-10.1**
- **CCSS.ELA-Literacy.SL.9-10.2**
- **CCSS.ELA-Literacy.SL.9-10.3**
- **CCSS.ELA-Literacy.SL.9-10.4**
- **CCSS.ELA-Literacy.SL.9-10.5**
- **CCSS.ELA-Literacy.SL.9-10.6**

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.9-10.1 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.

CCSS.ELA-Literacy.SL.9-10.1a 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.

CCSS.ELA-Literacy.SL.9-10.1b 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.

CCSS.ELA-Literacy.SL.9-10.1c 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.

CCSS.ELA-Literacy.SL.9-10.1d 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.

CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.9-10.4 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.

CCSS.ELA-Literacy.SL.9-10.5 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.

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Standards » Speaking & Listening » Grade 11-12

- **CCSS.ELA-Literacy.SL.11-12.1**
- **CCSS.ELA-Literacy.SL.11-12.2**
- **CCSS.ELA-Literacy.SL.11-12.3**
- **CCSS.ELA-Literacy.SL.11-12.4**
- **CCSS.ELA-Literacy.SL.11-12.5**
- **CCSS.ELA-Literacy.SL.11-12.6**

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 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.

CCSS.ELA-Literacy.SL.11-12.1a 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.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c 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.

CCSS.ELA-Literacy.SL.11-12.1d 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.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3 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.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.11-12.4 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.

CCSS.ELA-Literacy.SL.11-12.5 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.

CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

READING

English Language Arts Standards » Reading: Informational Text » Grade 8

- **CCSS.ELA-Literacy.RI.8.1**
- **CCSS.ELA-Literacy.RI.8.2**
- **CCSS.ELA-Literacy.RI.8.3**
- **CCSS.ELA-Literacy.RI.8.4**
- **CCSS.ELA-Literacy.RI.8.5**
- **CCSS.ELA-Literacy.RI.8.6**
- **CCSS.ELA-Literacy.RI.8.7**
- **CCSS.ELA-Literacy.RI.8.8**
- **CCSS.ELA-Literacy.RI.8.9**
- **CCSS.ELA-Literacy.RI.8.10**

Key Ideas and Details

CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

English Language Arts Standards » Reading: Informational Text » Grade 9-10

- **CCSS.ELA-Literacy.RI.9-10.1**
- **CCSS.ELA-Literacy.RI.9-10.2**
- **CCSS.ELA-Literacy.RI.9-10.3**
- **CCSS.ELA-Literacy.RI.9-10.4**
- **CCSS.ELA-Literacy.RI.9-10.5**
- **CCSS.ELA-Literacy.RI.9-10.6**
- **CCSS.ELA-Literacy.RI.9-10.7**
- **CCSS.ELA-Literacy.RI.9-10.8**
- **CCSS.ELA-Literacy.RI.9-10.9**
- **CCSS.ELA-Literacy.RI.9-10.10**

Key Ideas and Details

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 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.

CCSS.ELA-Literacy.RI.9-10.3 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.

Craft and Structure

CCSS.ELA-Literacy.RI.9-10.4 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).

CCSS.ELA-Literacy.RI.9-10.5 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).

CCSS.ELA-Literacy.RI.9-10.6 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.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.9-10.7 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.

CCSS.ELA-Literacy.RI.9-10.8 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.

CCSS.ELA-Literacy.RI.9-10.9 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.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

English Language Arts Standards » Reading: Informational Text » Grade 11-12

- **CCSS.ELA-Literacy.RI.11-12.1**
- **CCSS.ELA-Literacy.RI.11-12.2**
- **CCSS.ELA-Literacy.RI.11-12.3**
- **CCSS.ELA-Literacy.RI.11-12.4**
- **CCSS.ELA-Literacy.RI.11-12.5**
- **CCSS.ELA-Literacy.RI.11-12.6**
- **CCSS.ELA-Literacy.RI.11-12.7**
- **CCSS.ELA-Literacy.RI.11-12.8**
- **CCSS.ELA-Literacy.RI.11-12.9**
- **CCSS.ELA-Literacy.RI.11-12.10**

Key Ideas and Details

CCSS.ELA-Literacy.RI.11-12.1 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.

CCSS.ELA-Literacy.RI.11-12.2 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.

CCSS.ELA-Literacy.RI.11-12.3 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.

Craft and Structure

CCSS.ELA-Literacy.RI.11-12.4 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).

CCSS.ELA-Literacy.RI.11-12.5 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.

CCSS.ELA-Literacy.RI.11-12.6 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.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.11-12.7 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.

CCSS.ELA-Literacy.RI.11-12.8 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., The Federalist, presidential addresses).

CCSS.ELA-Literacy.RI.11-12.9 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.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.11-12.10 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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing

English Language Arts Standards » Writing » Grade 8

- **CCSS.ELA-Literacy.W.8.1**
- **CCSS.ELA-Literacy.W.8.2**
- **CCSS.ELA-Literacy.W.8.3**
- **CCSS.ELA-Literacy.W.8.4**
- **CCSS.ELA-Literacy.W.8.5**
- **CCSS.ELA-Literacy.W.8.6**
- **CCSS.ELA-Literacy.W.8.7**
- **CCSS.ELA-Literacy.W.8.8**
- **CCSS.ELA-Literacy.W.8.9**
- **CCSS.ELA-Literacy.W.8.10**

Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-Literacy.W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.8.1d Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.8.2e Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CCSS.ELA-Literacy.W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.4 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.)

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

 CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.8.9a Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

CCSS.ELA-Literacy.W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing

CCSS.ELA-Literacy.W.8.10 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 discipline-specific tasks, purposes, and audiences.

[English Language Arts Standards » Writing » Grade 9-10](#)

- **CCSS.ELA-Literacy.W.9-10.1**
- **CCSS.ELA-Literacy.W.9-10.2**
- **CCSS.ELA-Literacy.W.9-10.3**
- **CCSS.ELA-Literacy.W.9-10.4**
- **CCSS.ELA-Literacy.W.9-10.5**
- **CCSS.ELA-Literacy.W.9-10.6**
- **CCSS.ELA-Literacy.W.9-10.7**
- **CCSS.ELA-Literacy.W.9-10.8**
- **CCSS.ELA-Literacy.W.9-10.9**

- **CCSS.ELA-Literacy.W.9-10.10**

Text Types and Purposes

CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.1a 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.

CCSS.ELA-Literacy.W.9-10.1b 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.

CCSS.ELA-Literacy.W.9-10.1c 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.

CCSS.ELA-Literacy.W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.9-10.2 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.

CCSS.ELA-Literacy.W.9-10.2a 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.

CCSS.ELA-Literacy.W.9-10.2b 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.

CCSS.ELA-Literacy.W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-Literacy.W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.9-10.2f 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).

CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.9-10.3a 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.

CCSS.ELA-Literacy.W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-Literacy.W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.9-10.4 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.)

CCSS.ELA-Literacy.W.9-10.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)

CCSS.ELA-Literacy.W.9-10.6 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.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.9-10.7 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.

CCSS.ELA-Literacy.W.9-10.8 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.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.9-10.9a 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]").

CCSS.ELA-Literacy.W.9-10.9b 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").

Range of Writing

CCSS.ELA-Literacy.W.9-10.10 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. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

[English Language Arts Standards » Writing » Grade 11-12](#)

- **CCSS.ELA-Literacy.W.11-12.1**
- **CCSS.ELA-Literacy.W.11-12.2**
- **CCSS.ELA-Literacy.W.11-12.3**
- **CCSS.ELA-Literacy.W.11-12.4**
- **CCSS.ELA-Literacy.W.11-12.5**
- **CCSS.ELA-Literacy.W.11-12.6**
- **CCSS.ELA-Literacy.W.11-12.7**
- **CCSS.ELA-Literacy.W.11-12.8**
- **CCSS.ELA-Literacy.W.11-12.9**
- **CCSS.ELA-Literacy.W.11-12.10**

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1a 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.

CCSS.ELA-Literacy.W.11-12.1b 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.

CCSS.ELA-Literacy.W.11-12.1c 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.

CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.2 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.

CCSS.ELA-Literacy.W.11-12.2a 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.

CCSS.ELA-Literacy.W.11-12.2b 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.

CCSS.ELA-Literacy.W.11-12.2c 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.

CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.2f 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).

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3a 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.

CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3c 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).

CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.4 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.)

CCSS.ELA-Literacy.W.11-12.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

CCSS.ELA-Literacy.W.11-12.6 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.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.7 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.

CCSS.ELA-Literacy.W.11-12.8 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.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9a 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").

CCSS.ELA-Literacy.W.11-12.9b 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]").

Range of Writing

CCSS.ELA-Literacy.W.11-12.10 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.

Writing and Reading standards – ELD Specific Support:

- In this course, English Language Learners have daily opportunities for classroom discourse and interaction that enable ELLs to understand ethical and text comprehension questions being posed. This is done in a supportive, low-stress environment which allows them to practice informal and formal English academic language orally, a rare opportunity in a secondary classroom rarely found outside a formal ELD class.

- The teacher-directed group interactivity allows for ELLs to gain ongoing formal and informal assessment and feedback regarding comprehension and understanding of content being presented, from both peers and instructor.

- The class, which is usually taught with the specific stated purpose of leadership, allows for a very diverse class mix. Speakers of English who know the language well enough provide ELLs with models and support in the group feedback and individual choice activity setting.

- The high-interest nature of the topics being studied, from the inspiring biographies to the engaging video clips to the lively debates regarding ethics, allow ELLs to fully participate in a true elective class setting that, while supporting their English language mastery, does NOT feel like a remedial English class.