

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities				
						9th	10th	11th	12th	
9-10.L.4.d 9-10.RL.3 9-10.RL.5 9-10.RL.10	11-12.L.4.d 11-12.RL.3 11-12.RL.5 11-12.RL.10	Language Reading Literature	Vocabulary Acquisition and Use Key Ideas and Details Craft and Structure	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.1 Apply reading comprehension strategies, including summarizing, making inferences, paraphrasing, and making and monitoring predictions.	1	1	1	1	1=80-100% of units; 2=40-79% of units; 3=10-39% of units ; 4=1-9% of units
9-10.RL.2	11-12.RL.2	Reading Literature	Key Ideas and Details	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.2 Make connections among texts; make personal connections; make connections to events or themes.	2	1	1	1	
9-10.L.4 9-10.RL.10	11-12.L.4 12.RL.10	11- Language	Vocabulary Acquisition and Use	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.3 Monitor comprehension and make adjustments to reading process, including annotation, visualizing, assessing predictions, building vocabulary and asking questions.	1	1	1	1	
9-10.RI.6	11-12.RI.6	Reading Informational Text	Craft and Structure	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.4 Identify purpose of reading and adjust pace and strategy for different types of texts and goals.	1		1	3	
				Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.5 Read aloud with fluency and inflection to indicate understanding.	1		1		
9-10.RI.6,	11-12.RI.6, 11-12.RL.6	Reading Informational Texts	Craft and Structure	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.1 Identify and analyze an argument's explicit and implicit purpose, audience, and context.		3	3	3	
9-10.RI.5	11-12.RI.5	Reading Informational Texts	Craft and Structure	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.2 Identify and analyze an argument's organizational pattern (cause/effect, problem/solution, narrative, analogy, etc.).		3	3	3	
9-10.RI.8	11-12.RI.8	Reading Informational Texts	Integration of Knowledge and Ideas	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.3 Identify and assess adequacy and accuracy of evidence and reasoning.		3	3	2	
9-10.L.5 9-10.L.5.a 9-10.RL.9, 9-10.RL.7	11-12.L.5 11-12.L.5.a, 11-12.RL.7	Language	Vocabulary Acquisition and Use	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.4 Analyze effectiveness and purpose of specific stylistic devices (syntax, diction, repetition, tone, figurative language, allusions, etc.).		3	3	2	
9-10.SL.2 9-10.SL.5 RI.7 9-10.RL.7	9-10. 11-12.SL.2 11-12.SL.5 RI.7 11-12. RL.7	Speaking and Listening Reading Informational Texts	Comprehension and Collaboration Integration/Present ation of Knowledge and Ideas	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.5 Identify and analyze how the use of visuals, graphics, and other media make or support an argument.	3		3	3	

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9-10.RI.1 9-10.RL.1	11-12.RI.1 11-12.RL.1	Reading Informational Texts Reading Literature	Key Ideas and Details	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.6 Cite specific, accurate, and relevant textual evidence to support analysis of texts and media.	3	3	3	2
9-10.RI.10	11-12.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.7 Read and comprehend literary nonfiction in the grade text complexity band, proficiently, with scaffolding as needed at the high end of the range.		2		2
9-10.RL10	11-12.RL.10	Reading Literature	Range of Reading and Level of Text Complexity	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.8 Read and comprehend literature, including stories, dramas, and poems, in the grades complexity band, proficiently, with scaffolding as needed at the high end of the range.		2		2
9-10.RL.9		Reading Literature	Integration of Knowledge and Ideas	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.9 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).	3	1	3	3
9-10.RL.2, 9-10.RL.3, 9-10.RL.4	11-12.RL.1, 11-12.RL.2, 11-12.RL.3, 11-12.RL.4	Reading Literature	Key Ideas and Details / Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.1 Analyze the details of a literary work to determine how they advance purposes and themes.	1	1	1	1
9-10.RL.2, 9-10.RL.4, 9-10.RL.5, 9-10.RL.6	11-12.RL.2, 11-12.RL.4, 11-12.RL.5	Reading Literature	Key Ideas and Details / Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.2 Identify and analyze a literary work's structure, cultural context, and literary devices to understand how the writer achieves his/her purpose.	3	1	1	1
9-10.RL.4, 9-10.RL.5	11-12.RL.2, 11-12.RL.4	Reading Literature	Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.3 Identify and analyze sound devices, figurative language, diction, and syntax to understand how an author uses language to achieve his/her purpose.	3	1	1	1
9-10.W.10	11-12.W.10	Writing	Range of Writing	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.1 Explore a variety of strategies and entry points to determine purpose, content, organization, and audience.	1	2	2	1
9-10.W.2.b	11-12.W.2.b; 11-12.W.1; 11-12.W.2.e, 11-12.L.1.a	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.2 Develop structure, support, and ideas to advance purpose.	1	2	2	1
9-10.W.2.c, 9-10. RI29-10.w.4	11-12.W.2.c; 11-12.W.4	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.3 Draft coherent and organized content to achieve purpose.	1	1	2	1

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9-10.W.5	11-12.W.5	Writing	Production and Distribution or Writing	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.4 Evaluate and revise content and structure to develop ideas and align with purpose.	2	1	2	2
9-10.RI.3		Reading Informational	Key Ideas and Details	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.5 Evaluate models to reinforce understanding of content and style.	3	3		3
9-10.W.2.e, 9-10.L.1. a, 9-10.L.3.a, 9-10.W. 1.d, 9-10.w.1.e; 9-10. W.3.e	11-12.W.2.e;	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.6 Edit for clarity, mechanics, and assignment criteria, establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing or a concluding statement or section that follows the form and supports the argument presented.	1	1	2	3
W.9-10.2.B	W.11-12.2.B	Writing	Text Types and Purposes	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.1 Choose and apply the appropriate organizational format/structure suitable to the writer's purpose and the audience's needs and constraints.		3		2
W.9-10.3.B; 9-10.W.3	W.11-12.3, W.11-12.3. B; 11-12.W.3.e	Writing	Text Types and Purposes	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.2 Compose a narrative that recounts events in a way that is purposeful and meaningful to readers, sequences events effectively, and employs narrative techniques skillfully (description, sensory language, dialogue and reflection), and provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1	3		3
9-10.W.3.a	11-12.W.3.a	Writing	Text Types and Purposes	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	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 and events				
9-10.W.3.d	11-12.W.2.d; 11-12.W. 3.d	Writing	Craft and Structure	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	Use precise language, domain specific vocabulary, and othe techniques like telling details, sensory language, figurative langauge to mangage the complexity of the topic and convey a vivid picture od the experiences, events, and/or characters				
RL.9-10.4	RL.11-12.4	Reading Literature	Craft and Structure	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.3 Compose a literary analysis that examines specific passages of a text to support an argument about an author's techniques, purposes, or style.		1	1	2

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RI.9-10.4; RI.9-10.6; 9-10.W.2.	RI.11-12.4; RI.11-12.6; 11-12.W.2	Reading Informational Texts	Craft and Structure	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.4 Develop and effectively employ expository modes such as summary, process analysis, description, style analysis, and comparison, to achieve the writer's purpose.			3	1	1
9-10.W.1.a	11-12.W.1.a	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.1 Articulate an arguable claim that clearly defines a position.	1	1	1	1	
9-10.W.1.b ;9-10.W.1	11-12.W.1.b	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.2 Support the claim using valid reasons and the most relevant evidence from appropriate resources and/or literature, documented when necessary.	1	1	1	1	
9-10.W.1.c	11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.3 Establish reasoning by analyzing the relationship between claim and evidence.	2	1	1	1	
9-10.W.1.a, 9-10.W.1. b	11-12.W.1.b, 11-12.W.1. c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.4 Address and refute opposing arguments to strengthen the claim.		3	3	2	
9-10.W.2.f	11-12.W.2.f	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.5 Provide a clear call-to-action, appropriate to the audience, which advances the claim.		3	3	3	
9-10.W.1.c	11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.6 Choose an appropriate organizational structure that supports the argument and aligns with the constraints of the audience.		3	3	3	
9-10.W.6	11-12.W.6	Writing	Production and Distribution of Writing	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	Use technology, including the internet to produce, publish, and update and individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically					4
9-10.W.3.c	11-12.W.3.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.7 Use a variety of stylistic devices and rhetorical strategies to strengthen the support of the claim.				3	2
9-10.L.4, 9-10.L.4a, 9-10.L.4d	11-12.L.4, 11-12.L.4a, 11-12.L.4d	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.1 Define unknown words through a variety of context clues, understanding of word parts and roots, and/or use of appropriate reference materials.	1	2	2		
9-10.L.5, 9-10.L.5.a	11-12.L.5, 11-12.L.5.a	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.2 Demonstrate understanding of differences between literal and figurative meanings of words and phrases.	3	2	2		
9-10.L.1, 9-10.L.2.b	11-12.L.5.b, 11-12.RL.4	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.3 Demonstrate understanding of differences between denotation and connotation of words and phrases.	1	3	2		

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9-10.L.5.b, 9-10.RL.5, 9-10.L.4.c	11-12.L.1.b, 11-12.L.2.a, 11-12.L.4.c, 11-12.L.3.a	Language	Conventions of Standard English and Vocabulary Aquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	Use of parallel structure, varied syntax, colons, hyphen conventions, dictionaries, & thesauruses	4	4	4	4
9-10.L.3-9-10.L.4.c	11-12.L.1.a, 11-12.L.3, 11-12.L.4.b,	Language	Knowledge of Langugae and Vocabulary Aquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	Apply knowledge of language to understand how language functions in different contexts and changes over time, and how to use patterns of different word changes to indicate different meanings (e.g. analyze, analysis, analytical, advocate, advocacy)	4	4	4	4
9-10.SL.1 (a, b, d)	11-12.SL.1	Speaking and Listening	Comprehension and Collaboration	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.1 Listen actively and participate respectfully in various forms of discussion (fishbowl, small group, whole class, etc.) by using evidence from appropriate sources to engage the topic, contribute original insight, and respond constructively to the ideas of others.	1	2	1	2
9-10.SL.4 (9-10.W.6)	11-12.SL.4	Speaking and Listening	Presentation of Knowledge and Ideas	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.2 Deliver presentations that are organized, well-supported, and clear, and that employ appropriate format, materials and technology.	3		3	3
9-10.SL.6 (9-10.W.4)	11-12.SL.6	Speaking and Listening	Presentation of Knowledge and Ideas	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.3 Deliver presentations that conform to accepted speech conventions.				3
9-10.SL.1.c	11-12.SL.1.c (11-12.SL.3)	Speaking and Listening	Comprehension and Collaboration	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.4 Listen critically and evaluate a speaker's delivery, content and overall effectiveness of the presentation.		3	3	3
9-10.W.7	11-12.W.7	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.1 Articulate a preliminary research question or topic based on the assignment.	2	3	3	
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.2 Build new knowledge by skimming a wide variety of print and digital sources.	2	3	3	2
			Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.3 Recognize additional keywords to help re-search in order to narrow or revise the original research question.	3	3	3	3

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9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.4 Determine the appropriate use of primary and secondary sources in order to effectively address the task, purpose, and audience. Carefully annotate relevant information and record appropriate citations.			3	3
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.5 Determine the author's credibility to guide and explain choices about which sources to use and which to reject.	3		3	2
9-10.RI.6	11-12.RI.6	Reading Informational	Integration of Knowledge and Ideas	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.6 Synthesize information from many sources, identifying bias, different interpretations, and further questions.			3	3
9-10.W.9	11-12.W.9	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.7 Determine when direct quotation, summary, or paraphrase of source material is appropriate				3
L.9-10.1	L.11-12.1	Language	Conventions of Standard English	Essential Outcome 10--Students can demonstrate a command of conventions of standard English in writing and speaking.	10.1 Correctly identify and organize parts of speech by their function in a sentence. (noun, pronoun, verb, adverb, adjective, conjunction, interjection, preposition)	1			
WHST.9-10.2.C; L.9-10.1.B		Writing & Language	Text Types and Purposes & Conventions of Standard English	Essential Outcome 10--Students can demonstrate a command of conventions of standard English in writing and speaking.	10.2 Identify and properly manipulate various parts to compose correct and meaningful sentences. (subject and predicate, capitalization, end mark, direct objects, indirect objects, predicate nominative, predicate adjective)		3		
WHST.9-10.5;	W.11-12.5	Writing & Language	Production and Distribution of Writing & Conventions of Standard English	Essential Outcome 10--Students can demonstrate a command of conventions of standard English in writing and speaking.	10.3 Identify and correct errors that produce dysfunctional sentences. (Fragments, run-ons, dangling or misplaced modifiers, subject-verb agreement problems)	1	3		
9-10.L.2. 9.10.L.2a	L.11-12.2	Language	Conventions of Standard English	Essential Outcome 10--Students can demonstrate a command of conventions of standard English in writing and speaking.	10.4 Use the full range of punctuation correctly and consistently. (commas, colons, semicolons, apostrophes, quotation marks, internal MLA citation)	1	3		

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9-10.L.4.d 9-10.RL.3 9-10.RL.5 9-10.RL.10	11-12.L.4.d 11-12.RL.3 11-12.RL.5 11-12.RL.10	Language Reading Literature	Vocabulary Acquisition and Use Key Ideas and Details Craft and Structure	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.1 Apply reading comprehension strategies, including summarizing, making inferences, paraphrasing, and making and monitoring predictions.	1	1	1	1	1=80-100% of units; 2=40-79% of units; 3=10-39% of units ; 4=1-9% of units
9-10.L.4 9-10.RL.10	11-12.L.4 12.RL.10	11- Language	Vocabulary Acquisition and Use	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.3 Monitor comprehension and make adjustments to reading process, including annotation, visualizing, assessing predictions, building vocabulary and asking questions.	1	1	1	1	
9-10.RI.6	11-12.RI.6	Reading Informational Text	Craft and Structure	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.4 Identify purpose of reading and adjust pace and strategy for different types of texts and goals.	1		1	3	
				Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.5 Read aloud with fluency and inflection to indicate understanding.	1		1		
9-10.RL.2, 9-10.RL.3, 9-10.RL.4	11-12.RL.1, 11-12.RL.2, 11-12.RL.3, 11-12.RL.4	Reading Literature	Key Ideas and Details / Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.1 Analyze the details of a literary work to determine how they advance purposes and themes.	1	1	1	1	
9-10.W.10	11-12.W.10	Writing	Range of Writing	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.1 Explore a variety of strategies and entry points to determine purpose, content, organization, and audience.	1	2	2	1	
9-10.W.2.b	11-12.W.2.b; 11-12.W.1; 11-12.W.2.e, 11-12.L.1.a	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.2 Develop structure, support, and ideas to advance purpose.	1	2	2	1	
9-10.W.2.c, 9-10. RI29-10.w.4	11-12.W.2.c; 11-12.W.4	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.3 Draft coherent and organized content to achieve purpose.	1	1	2	1	
9-10.W.2.e, 9-10.L.1. a, 9-10.L.3.a, 9-10.W. 1.d, 9-10.w.1.e; 9-10. W.3.e	11-12.W.2.e;	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.6 Edit for clarity, mechanics, and assignment criteria, establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing or a concluding statement or section that follows the form and supports the argument presented.	1	1	2	3	

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W.9-10.3.B; 9-10.W.1	W.11-12.3, W.11-12.3.B; 11-12.W.3.e	Writing	Text Types and Purposes	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.2 Compose a narrative that recounts events in a way that is purposeful and meaningful to readers, sequences events effectively, and employs narrative techniques skillfully (description, sensory language, dialogue and reflection), and provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1	3		3
9-10.W.1.a	11-12.W.1.a	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.1 Articulate an arguable claim that clearly defines a position.	1	1	1	1
9-10.W.1.b ;9-10.W.1	11-12.W.1.b	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.2 Support the claim using valid reasons and the most relevant evidence from appropriate resources and/or literature, documented when necessary.	1	1	1	1
9-10.L.4, 9-10.L.4a, 9-10.L.4d	11-12.L.4, 11-12.L.4a, 11-12.L.4d	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.1 Define unknown words through a variety of context clues, understanding of word parts and roots, and/or use of appropriate reference materials.	1	2	2	
9-10.L.1, 9-10.L.2.b	11-12.L.5.b, 11-12.RL.4	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.3 Demonstrate understanding of differences between denotation and connotation of words and phrases.	1	3	2	
9-10.SL.1 (a, b, d)	11-12.SL.1	Speaking and Listening	Comprehension and Collaboration	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.1 Listen actively and participate respectfully in various forms of discussion (fishbowl, small group, whole class, etc.) by using evidence from appropriate sources to engage the topic, contribute original insight, and respond constructively to the ideas of others.	1	2	1	2
L.9-10.1	L.11-12.1	Language	Conventions of Standard English	Essential Outcome 10--Students can demonstrate a command of conventions of standard English in writing and speaking.	10.1 Correctly identify and organize parts of speech by their function in a sentence. (noun, pronoun, verb, adverb, adjective, conjunction, interjection, preposition)	1			
WHST.9-10.5;	W.11-12.5	Writing & Language	Production and Distribution of Writing & Conventions of Standard English	Essential Outcome 10--Students can demonstrate a command of conventions of standard English in writing and speaking.	10.3 Identify and correct errors that produce dysfunctional sentences. (Fragments, run-ons, dangling or misplaced modifiers, subject-verb agreement problems)	1	3		
9-10.L.2. 9.10.L.2a	L.11-12.2	Language	Conventions of Standard English	Essential Outcome 10--Students can demonstrate a command of conventions of standard English in writing and speaking.	10.4 Use the full range of punctuation correctly and consistently. (commas, colons, semicolons, apostrophes, quotation marks, internal MLA citation)	1	3		
9-10.RL.2	11-12.RL.2	Reading Literature	Key Ideas and Details	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.2 Make connections among texts; make personal connections; make connections to events or themes.	2	1	1	1

				Skill Priorities					
Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	9th	10th	11th	12th
9-10.W.5	11-12.W.5	Writing	Production and Distribution or Writing	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.4 Evaluate and revise content and structure to develop ideas and align with purpose.	2	1	2	2
9-10.W.1.c	11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.3 Establish reasoning by analyzing the relationship between claim and evidence.	2	1	1	1
9-10.W.7	11-12.W.7	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.1 Articulate a preliminary research question or topic based on the assignment.	2	3	3	
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.2 Build new knowledge by skimming a wide variety of print and digital sources.	2	3	3	2
9-10.SL.2 9-10.SL.5 9-10.RL.7	11-12.SL.2 11-12.SL.5 11-12.RL.7	Speaking and Listening Reading Informational Texts	Comprehension and Collaboration Integration/Presentation of Knowledge and Ideas	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.5 Identify and analyze how the use of visuals, graphics, and other media make or support an argument.	3		3	3
9-10.RI.1 9-10.RL.1	11-12.RI.1 11-12.RL.1	Reading Informational Texts Reading Literature	Key Ideas and Details	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.6 Cite specific, accurate, and relevant textual evidence to support analysis of texts and media.	3	3	3	2
9-10.RL.2 (structure?), 9-10.RL.4, 9-10.RL.5, 9-10.RL.6	11-12.RL.2, 11-12.RL.4, 11-12.RL.5	Reading Literature	Key Ideas and Details / Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.2 Identify and analyze a literary work's structure, cultural context, and literary devices to understand how the writer achieves his/her purpose.	3	1	1	1
9-10.RL.4, 9-10.RL.5	11-12.RL.2, 11-12.RL.4	Reading Literature	Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.3 Identify and analyze sound devices, figurative language, diction, and syntax to understand how an author uses language to achieve his/her purpose.	3	1	1	1
9-10.RI.3		Reading Informational	Key Ideas and Details	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.5 Evaluate models to reinforce understanding of content and style.	3	3		3
9-10.L.5, 9-10.L.5.a	11-12.L.5, 11-12.L.5.a	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.2 Demonstrate understanding of differences between literal and figurative meanings of words and phrases.	3	2	2	

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
9-10.SL.4 (9-10.W.6)	11-12.SL.4	Speaking and Listening	Presentation of Knowledge and Ideas	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.2 Deliver presentations that are organized, well-supported, and clear, and that employ appropriate format, materials and technology.	3		3	3
			Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.3 Recognize additional keywords to help re-search in order to narrow or revise the original research question.	3	3	3	3
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.5 Determine the author's credibility to guide and explain choices about which sources to use and which to reject.	3		3	2
9-10.L.5.b, 9-10.RL.5, 9-10.L.4.c	11-12.L.1.b, 11-12.L.2.a, 11-12.L.4.c, 11-12.L.3.a	Language	Conventions of Standard English and Vocabulary Aquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	Use of parallel structure, varied syntax, colons, hyphen conventions, dictionaries, & thesauruses	4	4	4	4
9-10.L.3-9-10.L.4.c	11-12.L.1.a, 11-12.L.3, 11-12.L.4.b,	Language	Knowledge of Langugae and Vocabulary Aquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	Apply knowledge of language to understand how language functions in different contexts and changes over time, and how to use patterns of different word changes to indicate different meanings (e.g. analyze, analysis, analytical, advocate, advocacy)	4	4	4	4

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities				
						9th	10th	11th	12th	
9-10.L.4.d 9-10.RL.3 9-10.RL.5 9-10.RL.10	11-12.L.4.d 11-12.RL.3 11-12.RL.5 11-12.RL.10	Language Reading Literature	Vocabulary Acquisition and Use Key Ideas and Details Craft and Structure	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.1 Apply reading comprehension strategies, including summarizing, making inferences, paraphrasing, and making and monitoring predictions.	1	1	1	1	1=80-100% of units; 2=40-79% of units; 3=10-39% of units ; 4=1-9% of units
9-10.RL.2	11-12.RL.2	Reading Literature	Key Ideas and Details	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.2 Make connections among texts; make personal connections; make connections to events or themes.	2	1	1	1	
9-10.L.4 9-10.RL.10	11-12.L.4 12.RL.10	11- Language	Vocabulary Acquisition and Use	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.3 Monitor comprehension and make adjustments to reading process, including annotation, visualizing, assessing predictions, building vocabulary and asking questions.	1	1	1	1	
9-10.RL.2, 9-10.RL.3, 9-10.RL.4	11-12.RL.1, 11-12.RL.2, 11-12.RL.3, 11-12.RL.4	Reading Literature	Key Ideas and Details / Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.1 Analyze the details of a literary work to determine how they advance purposes and themes.	1	1	1	1	
9-10.RL.2 (structure?), 9-10.RL. 4, 9-10.RL.5, 9-10.RL. 6	11-12.RL.2, 11-12.RL.4, 11-12.RL.5	Reading Literature	Key Ideas and Details / Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.2 Identify and analyze a literary work's structure, cultural context, and literary devices to understand how the writer achieves his/her purpose.	3	1	1	1	
9-10.RL.4, 9-10.RL.5	11-12.RL.2, 11-12.RL.4	Reading Literature	Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.3 Identify and analyze sound devices, figurative language, diction, and syntax to understand how an author uses language to achieve his/her purpose.	3	1	1	1	
9-10.W.2.c, 9-10. RI.29-10.w.4	11-12.W.2.c; 11-12.W.4	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.3 Draft coherent and organized content to achieve purpose.	1	1	2	1	
9-10.W.5	11-12.W.5	Writing	Production and Distribution or Writing	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.4 Evaluate and revise content and structure to develop ideas and align with purpose.	2	1	2	2	
9-10.W.2.e, 9-10.L.1. a, 9-10.L.3.a, 9-10.W. 1.d, 9-10.w.1.e; 9-10. W.3.e	11-12.W.2.e;	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.6 Edit for clarity, mechanics, and assignment criteria, establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing or a concluding statement or section that follows the form and supports the argument presented.	1	1	2	3	
RL.9-10.4	RL.11-12.4	Reading Literature	Craft and Structure	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.3 Compose a literary analysis that examines specific passages of a text to support an argument about an author's techniques, purposes, or style.		1	1	2	

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
9-10.W.1.a	11-12.W.1.a	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.1 Articulate an arguable claim that clearly defines a position.	1	1	1	1
9-10.W.1.b ;9-10.W.1	11-12.W.1.b	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.2 Support the claim using valid reasons and the most relevant evidence from appropriate resources and/or literature, documented when necessary.	1	1	1	1
9-10.W.1.c	11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.3 Establish reasoning by analyzing the relationship between claim and evidence.	2	1	1	1
9-10.W.10	11-12.W.10	Writing	Range of Writing	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.1 Explore a variety of strategies and entry points to determine purpose, content, organization, and audience.	1	2	2	1
9-10.W.2.b	11-12.W.2.b; 11-12.W.1; 11-12.W.2.e, 11-12.L.1.a	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.2 Develop structure, support, and ideas to advance purpose.	1	2	2	1
9-10.L.4, 9-10.L.4a, 9-10.L.4d	11-12.L.4, 11-12.L.4a, 11-12.L.4d	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.1 Define unknown words through a variety of context clues, understanding of word parts and roots, and/or use of appropriate reference materials.	1	2	2	
9-10.L.5, 9-10.L.5.a	11-12.L.5, 11-12.L.5.a	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.2 Demonstrate understanding of differences between literal and figurative meanings of words and phrases.	3	2	2	
9-10.SL.1 (a, b, d)	11-12.SL.1	Speaking and Listening	Comprehension and Collaboration	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.1 Listen actively and participate respectfully in various forms of discussion (fishbowl, small group, whole class, etc.) by using evidence from appropriate sources to engage the topic, contribute original insight, and respond constructively to the ideas of others.	1	2	1	2
9-10.RI.6,	11-12.RI.6, 11-12.RL6	Reading Informational Texts	Craft and Structure	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.1 Identify and analyze an argument's explicit and implicit purpose, audience, and context.		3	3	3
9-10.RI.5	11-12.RI.5	Reading Informational Texts	Craft and Structure	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.2 Identify and analyze an argument's organizational pattern (cause/effect, problem/solution, narrative, analogy, etc.).		3	3	3

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
9-10.RI.8	11-12.RI.8	Reading Informational Texts	Integration of Knowledge and Ideas	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.3 Identify and assess adequacy and accuracy of evidence and reasoning.		3	3	2
9-10.L.5 9-10.L.5.a 9-10.RL.9, 9-10.RL.7	11-12.L.5 11-12.L.5.a, 11-12.RL.7	Language	Vocabulary Acquisition and Use	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.4 Analyze effectiveness and purpose of specific stylistic devices (syntax, diction, repetition, tone, figurative language, allusions, etc.).		3	3	2
9-10.RI.1 9-10.RL.1	11-12.RI.1 11-12.RL.1	Reading Informational Texts Reading Literature	Key Ideas and Details	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.6 Cite specific, accurate, and relevant textual evidence to support analysis of texts and media.	3	3	3	2
9-10.RI.3		Reading Informational	Key Ideas and Details	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.5 Evaluate models to reinforce understanding of content and style.	3	3		3
W.9-10.2.B	W.11-12.2.B	Writing	Text Types and Purposes	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.1 Choose and apply the appropriate organizational format/structure suitable to the writer's purpose and the audience's needs and constraints.		3		2
W.9-10.3.B; 9-10.W.	W.11-12.3 , W.11-12.3.B ; 11-12.W.3.e	Writing	Text Types and Purposes	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.2 Compose a narrative that recounts events in a way that is purposeful and meaningful to readers, sequences events effectively, and employs narrative techniques skillfully (description, sensory language, dialogue and reflection), and provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1	3		3
RI.9-10.4 ; RI.9-10.6 ; 9-10.W.2 .	RI.11-12.4; RI.11-12.6; 11-12.W.2	Reading Informational Texts	Craft and Structure	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.4 Develop and effectively employ expository modes such as summary, process analysis, description, style analysis, and comparison, to achieve the writer's purpose.		3	1	1
9-10.W.1.a, 9-10.W.1. b	11-12.W.1.b, 11-12.W.1. c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.4 Address and refute opposing arguments to strengthen the claim.		3	3	2
9-10.W.2.f	11-12.W.2.f	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.5 Provide a clear call-to-action, appropriate to the audience, which advances the claim.		3	3	3
9-10.W.1.c	11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.6 Choose an appropriate organizational structure that supports the argument and aligns with the constraints of the audience.		3	3	3

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
9-10.L.1, 9-10.L.2.b	11-12.L.5.b, 11-12.RL.4	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.3 Demonstrate understanding of differences between denotation and connotation of words and phrases.	1	3	2	
9-10.SL.1.c	11-12.SL.1.c (11-12.SL.3)	Speaking and Listening	Comprehension and Collaboration	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.4 Listen critically and evaluate a speaker's delivery, content and overall effectiveness of the presentation.		3	3	3
9-10.W.7	11-12.W.7	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.1 Articulate a preliminary research question or topic based on the assignment.	2	3	3	
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.2 Build new knowledge by skimming a wide variety of print and digital sources.	2	3	3	2
			Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.3 Recognize additional keywords to help re-search in order to narrow or revise the original research question.	3	3	3	3
WHST.9-10.2.C; L.9-10.1.B		Writing & Language	Text Types and Purposes & Conventions of Standard English	Essential Outcome 10--Students can demonstrate a command of conventions of standard English in writing and speaking.	10.2 Identify and properly manipulate various parts to compose correct and meaningful sentences. (subject and predicate, capitalization, end mark, direct objects, indirect objects, predicate nominative, predicate adjective)		3		
WHST.9-10.5:	W.11-12.5	Writing & Language	Production and Distribution of Writing & Conventions of Standard English	Essential Outcome 10--Students can demonstrate a command of conventions of standard English in writing and speaking.	10.3 Identify and correct errors that produce dysfunctional sentences. (Fragments, run-ons, dangling or misplaced modifiers, subject-verb agreement problems)	1	3		
9-10.L.2, 9-10.L.2a	L.11-12.2	Language	Conventions of Standard English	Essential Outcome 10--Students can demonstrate a command of conventions of standard English in writing and speaking.	10.4 Use the full range of punctuation correctly and consistently. (commas, colons, semicolons, apostrophes, quotation marks, internal MLA citation)	1	3		
9-10.L.5.b, 9-10.RL.5, 9-10.L.4.c	11-12.L.1.b, 11-12.L.2.a, 11-12.L.4.c, 11-12.L.3.a	Language	Conventions of Standard English and Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	Use of parallel structure, varied syntax, colons, hyphen conventions, dictionaries, & thesauruses	4	4	4	4
9-10.L.3-9-10.L.4.c	11-12.L.1.a, 11-12.L.3, 11-12.L.4.b,	Language	Knowledge of Language and Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	Apply knowledge of language to understand how language functions in different contexts and changes over time, and how to use patterns of different word changes to indicate different meanings (e.g. analyze, analysis, analytical, advocate, advocacy)	4	4	4	4

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities				
						9th	10th	11th	12th	
9-10.L.4.d 9-10.RL.3 9-10.RL.5 9-10.RL.10	11-12.L.4.d 11-12.RL.3 11-12.RL.5 11-12.RL.10	Language Reading Literature	Vocabulary Acquisition and Use Key Ideas and Details Craft and Structure	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.1 Apply reading comprehension strategies, including summarizing, making inferences, paraphrasing, and making and monitoring predictions.	1	1	1	1	1=80-100% of units; 2=40-79% of units; 3=10-39% of units ; 4=1-9% of units
9-10.RL.2	11-12.RL.2	Reading Literature	Key Ideas and Details	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.2 Make connections among texts; make personal connections; make connections to events or themes.	2	1	1	1	
9-10.L.4 9-10.RL.10	11-12.L.4 12.RL.10	11- Language	Vocabulary Acquisition and Use	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.3 Monitor comprehension and make adjustments to reading process, including annotation, visualizing, assessing predictions, building vocabulary and asking questions.	1	1	1	1	
9-10.RI.6	11-12.RI.6	Reading Informational Text	Craft and Structure	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.4 Identify purpose of reading and adjust pace and strategy for different types of texts and goals.	1		1	3	
				Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.5 Read aloud with fluency and inflection to indicate understanding.	1		1		
9-10.RL.2, 9-10.RL.3, 9-10.RL.4 9-10.RL.2 (structure?), 9-10.RL. 4, 9-10.RL.5, 9-10.RL. 6	11-12.RL.1, 11-12.RL.2, 11-12.RL.3, 11-12.RL.4 11-12.RL.2, 11-12.RL.4, 11-12.RL.5	Reading Literature Reading Literature	Key Ideas and Details / Craft and Structure Key Ideas and Details / Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media. Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.1 Analyze the details of a literary work to determine how they advance purposes and themes. 3.2 Identify and analyze a literary work's structure, cultural context, and literary devices to understand how the writer achieves his/her purpose.	1	1	1	1	
9-10.RL.4, 9-10.RL.5	11-12.RL.2, 11-12.RL.4	Reading Literature	Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.3 Identify and analyze sound devices, figurative language, diction, and syntax to understand how an author uses language to achieve his/her purpose.	3	1	1	1	
RL.9-10.4	RL.11-12.4	Reading Literature	Craft and Structure	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.3 Compose a literary analysis that examines specific passages of a text to support an argument about an author's techniques, purposes, or style. 5.4 Develop and effectively employ expository modes such as summary, process analysis, description, style analysis, and comparison, to achieve the writer's purpose.		1	1	2	
RI.9-10.4; RI.9-10.6; 9-10.W.2.	RI.11-12.4; RI.11-12.6; 11-12.W.2	Reading Informational Texts	Craft and Structure	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.			3	1	1	
9-10.W.1.a	11-12.W.1.a	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.1 Articulate an arguable claim that clearly defines a position.	1	1	1	1	
9-10.W.1.b ;9-10.W.1	11-12.W.1.b	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.2 Support the claim using valid reasons and the most relevant evidence from appropriate resources and/or literature, documented when necessary.	1	1	1	1	

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
9-10.W.1.c	11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.3 Establish reasoning by analyzing the relationship between claim and evidence.	2	1	1	1
9-10.SL.1 (a, b, d)	11-12.SL.1	Speaking and Listening	Comprehension and Collaboration	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.1 Listen actively and participate respectfully in various forms of discussion (fishbowl, small group, whole class, etc.) by using evidence from appropriate sources to engage the topic, contribute original insight, and respond constructively to the ideas of others.	1	2	1	2
9-10.W.10	11-12.W.10	Writing	Range of Writing	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.1 Explore a variety of strategies and entry points to determine purpose, content, organization, and audience.	1	2	2	1
9-10.W.2.b	11-12.W.2.b; 11-12.W.1; 11-12.W.2.e, 11-12.L.1.a	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.2 Develop structure, support, and ideas to advance purpose.	1	2	2	1
9-10.W.2.c, 9-10.RI.29-10.w.4	11-12.W.2.c; 11-12.W.4	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.3 Draft coherent and organized content to achieve purpose.	1	1	2	1
9-10.W.5	11-12.W.5	Writing	Production and Distribution or Writing	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.4 Evaluate and revise content and structure to develop ideas and align with purpose.	2	1	2	2
9-10.W.2.e, 9-10.L.1.a, 9-10.L.3.a, 9-10.W.1.d, 9-10.w.1.e; 9-10.W.3.e	11-12.W.2.e;	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.6 Edit for clarity, mechanics, and assignment criteria, establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing or a concluding statement or section that follows the form and supports the argument presented.	1	1	2	3
9-10.L.4, 9-10.L.4a, 9-10.L.4d	11-12.L.4, 11-12.L.4a, 11-12.L.4d	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.1 Define unknown words through a variety of context clues, understanding of word parts and roots, and/or use of appropriate reference materials.	1	2	2	
9-10.L.5, 9-10.L.5.a	11-12.L.5, 11-12.L.5.a	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.2 Demonstrate understanding of differences between literal and figurative meanings of words and phrases.	3	2	2	

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
9-10.L.1, 9-10.L.2.b	11-12.L.5.b, 11-12.RL.4	Language	Vocabulary Acquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	7.3 Demonstrate understanding of differences between denotation and connotation of words and phrases.	1	3	2	
9-10.RI.6,	11-12.RI.6, 11-12.RL.6	Reading Informational Texts	Craft and Structure	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.1 Identify and analyze an argument's explicit and implicit purpose, audience, and context.		3	3	3
9-10.RI.5	11-12.RI.5	Reading Informational Texts	Craft and Structure	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.2 Identify and analyze an argument's organizational pattern (cause/effect, problem/solution, narrative, analogy, etc.).		3	3	3
9-10.RI.8	11-12.RI.8	Reading Informational Texts	Integration of Knowledge and Ideas	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.3 Identify and assess adequacy and accuracy of evidence and reasoning.		3	3	2
9-10.L.5 9-10.L.5.a 9-10.RL.9, 9-10.RL.7	11-12.L.5 11-12.L.5.a, 11-12.RL.7	Language	Vocabulary Acquisition and Use	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.4 Analyze effectiveness and purpose of specific stylistic devices (syntax, diction, repetition, tone, figurative language, allusions, etc.).		3	3	2
9-10.SL.2 9-10.SL.5 RI.7 9-10.RL.7	11-12.SL.2 11-12.SL.5 RI.7 11-12. RL.7	Speaking and Listening Reading Informational Texts	Comprehension and Collaboration Integration/Presentation of Knowledge and Ideas	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.5 Identify and analyze how the use of visuals, graphics, and other media make or support an argument.	3		3	3
9-10.RI.1 9-10.RL.1	11-12.RI.1 11-12.RL.1	Reading Informational Texts Reading Literature	Key Ideas and Details	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.6 Cite specific, accurate, and relevant textual evidence to support analysis of texts and media.	3	3	3	2
9-10.W.1.a, 9-10.W.1.b	11-12.W.1.b, 11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.4 Address and refute opposing arguments to strengthen the claim.		3	3	2
9-10.W.2.f	11-12.W.2.f	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.5 Provide a clear call-to-action, appropriate to the audience, which advances the claim.		3	3	3
9-10.W.1.c	11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.6 Choose an appropriate organizational structure that supports the argument and aligns with the constraints of the audience.		3	3	3
9-10.W.3.c	11-12.W.3.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.7 Use a variety of stylistic devices and rhetorical strategies to strengthen the support of the claim.			3	2

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
9-10.SL.4 (9-10.W.6)	11-12.SL.4	Speaking and Listening	Presentation of Knowledge and Ideas	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.2 Deliver presentations that are organized, well-supported, and clear, and that employ appropriate format, materials and technology.	3		3	3
9-10.SL.1.c	11-12.SL.1.c (11-12.SL.3)	Speaking and Listening	Comprehension and Collaboration	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.4 Listen critically and evaluate a speaker's delivery, content and overall effectiveness of the presentation.		3	3	3
9-10.W.7	11-12.W.7	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.1 Articulate a preliminary research question or topic based on the assignment.	2	3	3	
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.2 Build new knowledge by skimming a wide variety of print and digital sources.	2	3	3	2
			Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.3 Recognize additional keywords to help re-search in order to narrow or revise the original research question.	3	3	3	3
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.4 Determine the appropriate use of primary and secondary sources in order to effectively address the task, purpose, and audience. Carefully annotate relevant information and record appropriate citations.			3	3
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.5 Determine the author's credibility to guide and explain choices about which sources to use and which to reject.	3		3	2
9-10.RI.6	11-12.RI.6	Reading Informational	Integration of Knowledge and Ideas	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.6 Synthesize information from many sources, identifying bias, different interpretations, and further questions.			3	3
9-10.L.5.b, 9-10.RL.5, 9-10.L.4.c	11-12.L.1.b, 11-12.L.2.a, 11-12.L.4.c, 11-12.L.3.a	Language	Conventions of Standard English and Vocabulary Aquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	Use of parallel structure, varied syntax, colons, hyphen conventions, dictionaries, & thesauruses	4	4	4	4
9-10.L.3-9-10.L.4.c	11-12.L.1.a, 11-12.L.3, 11-12.L.4.b,	Language	Knowledge of Langugae and Vocabulary Aquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	Apply knowledge of language to understand how language functions in different contexts and changes over time, and how to use patterns of different word changes to indicate different meanings (e.g. analyze, analysis, analytical, advocate, advocacy)	4	4	4	4

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities				
						9th	10th	11th	12th	
9-10.L.4.d 9-10.RL.3 9-10.RL.5 9-10.RL.10	11-12.L.4.d 11-12.RL.3 11-12.RL.5 11-12.RL.10	Language Reading Literature	Vocabulary Acquisition and Use Key Ideas and Details Craft and Structure	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.1 Apply reading comprehension strategies, including summarizing, making inferences, paraphrasing, and making and monitoring predictions.	1	1	1	1	1=80-100% of units; 2=40-79% of units; 3=10-39% of units ; 4=1-9% of units
9-10.RL.2	11-12.RL.2	Reading Literature	Key Ideas and Details	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.2 Make connections among texts; make personal connections; make connections to events or themes.	2	1	1	1	
9-10.L.4 9-10.RL.10	11-12.L.4 12.RL.10	11- Language	Vocabulary Acquisition and Use	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.3 Monitor comprehension and make adjustments to reading process, including annotation, visualizing, assessing predictions, building vocabulary and asking questions.	1	1	1	1	
9-10.RL.2, 9-10.RL.3, 9-10.RL.4	11-12.RL.1, 11-12.RL.2, 11-12.RL.3, 11-12.RL.4	Reading Literature	Key Ideas and Details / Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.1 Analyze the details of a literary work to determine how they advance purposes and themes.	1	1	1	1	
9-10.RL.2 (structure?), 9-10.RL. 4, 9-10.RL.5, 9-10.RL. 6	11-12.RL.2, 11-12.RL.4, 11-12.RL.5	Reading Literature	Key Ideas and Details / Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.2 Identify and analyze a literary work's structure, cultural context, and literary devices to understand how the writer achieves his/her purpose.	3	1	1	1	
9-10.RL.4, 9-10.RL.5	11-12.RL.2, 11-12.RL.4	Reading Literature	Craft and Structure	Essential Outcome 3 -- Students can analyze an argument by examining stylistic and structural choices in literary text and media.	3.3 Identify and analyze sound devices, figurative language, diction, and syntax to understand how an author uses language to achieve his/her purpose.	3	1	1	1	
9-10.W.10	11-12.W.10	Writing	Range of Writing	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.1 Explore a variety of strategies and entry points to determine purpose, content, organization, and audience.	1	2	2	1	
9-10.W.2.b	11-12.W.2.b; 11-12.W.1; 11-12.W.2.e, 11-12.L.1.a	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.2 Develop structure, support, and ideas to advance purpose.	1	2	2	1	
9-10.W.2.c, 9-10. RI29-10.w.4	11-12.W.2.c; 11-12.W.4	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.3 Draft coherent and organized content to achieve purpose.	1	1	2	1	
RI.9-10.4; RI.9-10.6; 9-10w.2.	RI.11-12.4; RI.11-12.6; 11-12.W.2	Reading Informational Texts	Craft and Structure	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.4 Develop and effectively employ expository modes such as summary, process analysis, description, style analysis, and comparison, to achieve the writer's purpose.		3	1	1	

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
9-10.W.1.a	11-12.W.1.a	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.1 Articulate an arguable claim that clearly defines a position.	1	1	1	1
9-10.W.1.b ;9-10.W.1	11-12.W.1.b	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.2 Support the claim using valid reasons and the most relevant evidence from appropriate resources and/or literature, documented when necessary.	1	1	1	1
9-10.W.1.c	11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.3 Establish reasoning by analyzing the relationship between claim and evidence.	2	1	1	1
9-10.RI.8	11-12.RI.8	Reading Informational Texts	Integration of Knowledge and Ideas	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.3 Identify and assess adequacy and accuracy of evidence and reasoning.		3	3	2
9-10.L.5 9-10.L.5.a 9-10.RL.9, 9-10.RL.7	11-12.L.5 11-12.L.5.a, 11-12.RL.7	Language	Vocabulary Acquisition and Use	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.4 Analyze effectiveness and purpose of specific stylistic devices (syntax, diction, repetition, tone, figurative language, allusions, etc.).		3	3	2
9-10.RI.1 9-10.RL.1	11-12.RI.1 11-12.RL.1	Reading Informational Texts Reading Literature	Key Ideas and Details	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.6 Cite specific, accurate, and relevant textual evidence to support analysis of texts and media.	3	3	3	2
9-10.W.5	11-12.W.5	Writing	Production and Distribution or Writing	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.4 Evaluate and revise content and structure to develop ideas and align with purpose.	2	1	2	2
W.9-10.2.B	W.11-12.2.B	Writing	Text Types and Purposes	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.1 Choose and apply the appropriate organizational format/structure suitable to the writer's purpose and the audience's needs and constraints.		3		2
RL.9-10.4	RL.11-12.4	Reading Literature	Craft and Structure	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.3 Compose a literary analysis that examines specific passages of a text to support an argument about an author's techniques, purposes, or style.		1	1	2
9-10.W.1.a, 9-10.W.1.b	11-12.W.1.b, 11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.4 Address and refute opposing arguments to strengthen the claim.		3	3	2
9-10.W.3.c	11-12.W.3.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.7 Use a variety of stylistic devices and rhetorical strategies to strengthen the support of the claim.			3	2

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
9-10.SL.1 (a, b, d)	11-12.SL.1	Speaking and Listening	Comprehension and Collaboration	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.1 Listen actively and participate respectfully in various forms of discussion (fishbowl, small group, whole class, etc.) by using evidence from appropriate sources to engage the topic, contribute original insight, and respond constructively to the ideas of others.	1	2	1	2
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.2 Build new knowledge by skimming a wide variety of print and digital sources.	2	3	3	2
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.5 Determine the author's credibility to guide and explain choices about which sources to use and which to reject.	3		3	2
9-10.RI.6	11-12.RI.6	Reading Informational Text	Craft and Structure	Essential Outcome 1 -- Students can recognize and employ a variety of strategies to comprehend texts.	1.4 Identify purpose of reading and adjust pace and strategy for different types of texts and goals.	1		1	3
9-10.RI.6,	11-12.RI.6, 11-12.RL6	Reading Informational Texts	Craft and Structure	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.1 Identify and analyze an argument's explicit and implicit purpose, audience, and context.		3	3	3
9-10.RI.5	11-12.RI.5	Reading Informational Texts	Craft and Structure	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.2 Identify and analyze an argument's organizational pattern (cause/effect, problem/solution, narrative, analogy, etc.).		3	3	3
9-10.SL.2 9-10.SL.5 RI.7 9-10.RL.7	11-12.SL.2 11-12. SL.5 RI.7 RL.7	Speaking and Listening Reading Informational Texts	Comprehension and Collaboration Integration/Present ation of Knowledge and Ideas	Essential Outcome 2 -- Students can analyze an argument by examining stylistic and structural choices in non-fiction texts and media.	2.5 Identify and analyze how the use of visuals, graphics, and other media make or support an argument.	3		3	3
9-10.RI.3		Reading Informational	Key Ideas and Details	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.5 Evaluate models to reinforce understanding of content and style.	3	3		3
9-10.W.2.e, 9-10.L.1. a, 9-10.L.3.a, 9-10.W. 1.d, 9-10.w.1.e; 9-10. W.3.e	11-12.W.2.e;	Writing	Text Types and Purposes	Essential Outcome 4 -- Students can implement a writing and thinking process appropriate to the assigned task that incorporates planning, composing, revising, and editing.	4.6 Edit for clarity, mechanics, and assignment criteria, establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing or a concluding statement or section that follows the form and supports the argument presented.	1	1	2	3

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
W.9-10.3.B; 9-10.W.	W.11-12.3, W.11-12.3.B; 11-12.W.3.e	Writing	Text Types and Purposes	Essential Outcome 5 -- Students can employ a variety of rhetorical strategies to write to a specific purpose and audience.	5.2 Compose a narrative that recounts events in a way that is purposeful and meaningful to readers, sequences events effectively, and employs narrative techniques skillfully (description, sensory language, dialogue and reflection), and provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1	3		3
9-10.W.2.f	11-12.W.2.f	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.5 Provide a clear call-to-action, appropriate to the audience, which advances the claim.		3	3	3
9-10.W.1.c	11-12.W.1.c	Writing	Text Types and Purposes	Essential Outcome 6 -- Students can formulate a well-reasoned argument that is organized and supported by evidence.	6.6 Choose an appropriate organizational structure that supports the argument and aligns with the constraints of the audience.		3	3	3
9-10.SL.4 (9-10.W.6)	11-12.SL.4	Speaking and Listening	Presentation of Knowledge and Ideas	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.2 Deliver presentations that are organized, well-supported, and clear, and that employ appropriate format, materials and technology.	3		3	3
9-10.SL.6 (9-10.W.4)	11-12.SL.6	Speaking and Listening	Presentation of Knowledge and Ideas	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.3 Deliver presentations that conform to accepted speech conventions.				3
9-10.SL.1.c	11-12.SL.1.c (11-12.SL.3)	Speaking and Listening	Comprehension and Collaboration	Essential Outcome 8--Students will articulate their ideas in oral communication both informally and formally, evaluate others' ideas, and respond appropriately.	8.4 Listen critically and evaluate a speaker's delivery, content and overall effectiveness of the presentation.		3	3	3
			Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.3 Recognize additional keywords to help re-search in order to narrow or revise the original research question.	3	3	3	3
9-10.W.8	11-12.W.8	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.4 Determine the appropriate use of primary and secondary sources in order to effectively address the task, purpose, and audience. Carefully annotate relevant information and record appropriate citations.			3	3
9-10.RI.6	11-12.RI.6	Reading Informational	Integration of Knowledge and Ideas	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.6 Synthesize information from many sources, identifying bias, different interpretations, and further questions.			3	3

Foundational Common Core State Standards (9th-10th)	Foundational Common Core State Standards (11th-12th)	Connection to Common Core Category	Connection to Common Core Sub-Category	HPHS ELA Essential Outcome	HPHS ELA Essential Skill	Skill Priorities			
						9th	10th	11th	12th
9-10.W.9	11-12.W.9	Writing	Research to Build and Present Knowledge	Essential Outcome 9--Students will research a topic by assembling information from a variety of reliable sources and communicate the findings.	9.7 Determine when direct quotation, summary, or paraphrase of source material is appropriate				3
9-10.L.5.b, 9-10.RL.5, 9-10.L.4.c	11-12.L.1.b, 11-12.L.2.a, 11-12.L.4.c, 11-12.L.3.a	Language	Conventions of Standard English and Vocabulary Aquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	Use of parallel structure, varied syntax, colons, hyphen conventions, dictionaries, & thesauruses	4	4	4	4
9-10.L.3-9-10.L.4.c	11-12.L.1.a, 11-12.L.3, 11-12.L.4.b,	Language	Knowledge of Langugae and Vocabulary Aquisition and Use	Essential Outcome 7--Students can apply a variety of strategies to acquire and use new vocabulary.	Apply knowledge of language to understand how language functions in different contexts and changes over time, and how to use patterns of different word changes to indicate different meanings (e.g. analyze, analysis, analytical, advocate, advocacy)	4	4	4	4

HPHS E2H Standard Skills/Categories	PRE AP 9 STANDARDS	PRE AP Standard #	1=80-100% of units; 2=
	Analyze a wide range of texts for multiple meanings.	LO 1.1A	
	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	LO 3.1B	
	Analyze how literary elements interact to develop the central ideas of a work of literature.	LO 1.3A	
	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	LO 1.3B	
	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	LO 1.2A	
	Assert a precise central claim that establishes the relationship between a work's features and overall meaning.	LO 2.3A	
	Assert a precise central claim.	LO 2.2A	
	Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.	LO 4.2D	
	Cite relevant evidence and evaluate the evidence presented by others.	LO 5.1B	
	Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	LO 5.2D	
	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	LO 4.2B	
	Compose or revise language to ensure proper agreement and appropriate verb tense.	LO 3.3B	
	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.	LO 3.3A	
	Compose or revise language to honor precision and economy in word choice.	LO 3.2A	
	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	LO 2.1C	
	Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.	LO 5.2C	
	Establish a narrative point of view.	LO 2.4A	
	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	LO 2.1A	
	Explain how the rhetorical features of an argument contribute to its effect and meaning.	LO 1.2B	
	Explain the relationship between a text and its historical or cultural context.	LO 1.4A	
	Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.	LO 5.1A	
	Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	LO 2.1B	
	Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.	LO 4.1A	
	Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	LO 5.2B	
	Make an independent claim that addresses the research question or problem and is supported by the findings.	LO 4.2A	
	Organize ideas and evidence to effectively develop and support a thesis.	LO 2.3B	
	Recognize and address counterclaims effectively.	LO 2.2D	
	Reflect on the writing process and how it shapes one's ongoing development as a writer.	LO 2.1D	
	Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	LO 3.1C	

	Select and incorporate relevant and compelling evidence to support a thesis.	LO 2.3C	
	Summarize, paraphrase, or directly quote others' words appropriately and effectively.	LO 4.2C	
	Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	LO 2.2C	
	Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.	LO 1.4B	
	Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.	LO 1.1B	
	Understand the ways in which language choices can be made to achieve intended effects.	LO 3.3C	
	Use a repertoire of active reading strategies appropriate to the text and task.	LO 1.1C	
	Use a variety of techniques to advance plot, theme, and the evolution of character(s).	LO 2.4B	
	Use an appropriate style and carefully selected language to strengthen an analysis.	LO 2.3D	
	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	LO 2.4C	
	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	LO 2.2E	
	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	LO 3.1A	

HPHS E2H Standard Skills/Categories	Pre-AP 10 Standards	PreAP Standard #	% of Course
	Analyze how literary elements interact to develop the central ideas of a work of literature.	LO 1.3A	1
	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	LO 1.3B	1
	Assert a precise central claim.	LO 2.2A	1
	Cite relevant evidence and evaluate the evidence presented by others.	LO 5.1B	1
	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.	LO 3.3A	1
	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	LO 2.1C	1
	Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.	LO 2.2B	1
	Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	LO 2.1B	1
	Organize ideas and evidence to effectively develop and support a thesis.	LO 2.3B	1
	Reflect on the writing process and how it shapes one's ongoing development as a writer.	LO 2.1D	1
	Select and incorporate relevant and compelling evidence to support a thesis.	LO 2.3C	1
	Summarize, paraphrase, or directly quote others' words appropriately and effectively.	LO 4.2C	1
	Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	LO 2.2C	1
	Understand the ways in which language choices can be made to achieve intended effects.	LO 3.3C	1
	Use a repertoire of active reading strategies appropriate to the text and task.	LO 1.1C	1
	Use an appropriate style and carefully selected language to strengthen an analysis.	LO 2.3D	1
	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	LO 2.2E	1
	Assert a precise central claim that establishes the relationship between a work's features and overall meaning.	LO 2.3A	2
	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	LO 1.2A	2
	Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	LO 5.2D	2
	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	LO 3.2B	2
	Compose or revise language to honor precision and economy in word choice.	LO 3.2A	2
	Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.	LO 5.2C	2
	Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.	LO 5.1A	2

	Recognize and address counterclaims effectively.	LO 2.2D	2
	Analyze a wide range of texts for multiple meanings.	LO 1.1A	3
	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	LO 3.1B	3
	Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.	LO 4.2D	3
	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	LO 4.2B	3
	Compose or revise language to ensure proper agreement and appropriate verb tense.	LO 3.3B	3
	Determine the credibility, reliability, and relevancy of selected sources.	LO 4.1C	3
	Determine the purpose for communication and select an appropriate format.	LO 5.2A	3
	Establish a narrative point of view.	LO 2.4A	3
	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	LO 2.1A	3
	Explain how the rhetorical features of an argument contribute to its effect and meaning.	LO 1.2B	3
	Explain the relationship between a text and its historical or cultural context.	LO 1.4A	3
	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	LO 4.1B	3
	Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.	LO 4.1A	3
	Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	LO 5.2B	3
	Make an independent claim that addresses the research question or problem and is supported by the findings.	LO 4.2A	3
	Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	LO 3.1C	3
	Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.	LO 1.4B	3
	Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.	LO 1.1B	3
	Use a variety of techniques to advance plot, theme, and the evolution of character(s).	LO 2.4B	3
	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	LO 2.4C	3
	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	LO 3.1A	3
			1=80-100% of ui

ID	Category	Sub Category	State Standard
9-10.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9-10.L.1.a	Language	Conventions of Standard English	Use parallel structure.*
9-10.L.1.b	Language	Conventions of Standard English	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.
9-10.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9-10.L.2.a	Language	Conventions of Standard English	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
9-10.L.2.b	Language	Conventions of Standard English	Use a colon to introduce a list or quotation.
9-10.L.2.c	Language	Conventions of Standard English	Spell correctly.
9-10.L.3	Language	Knowledge of Language	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.
9-10.L.3.a	Language	Knowledge of Language	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
9-10.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
9-10.L.4.a	Language	Vocabulary Acquisition and Use	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.
9-10.L.4.b	Language	Vocabulary Acquisition and Use	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
9-10.L.4.c	Language	Vocabulary Acquisition and Use	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.
9-10.L.4.d	Language	Vocabulary Acquisition and Use	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).
9-10.L.5	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ID	Category	Sub Category	State Standard
9-10.L.5.a	Language	Vocabulary Acquisition and Use	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
9-10.L.5.b	Language	Vocabulary Acquisition and Use	Analyze nuances in the meaning of words with similar denotations.
9-10.L.6	Language	Vocabulary Acquisition and Use	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.
9-10.RI.1	Reading Informational	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RI.10	Reading Informational	Range of Reading and Level of Text Complexity	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.
9-10.RI.2	Reading Informational	Key Ideas and Details	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.
9-10.RI.3	Reading Informational	Key Ideas and Details	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.
9-10.RI.4	Reading Informational	Craft and Structure	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).
9-10.RI.5	Reading Informational	Craft and Structure	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).
9-10.RI.6	Reading Informational	Craft and Structure	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.
9-10.RI.7	Reading Informational	Integration of Knowledge and Ideas	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.
9-10.RI.8	Reading Informational	Integration of Knowledge and Ideas	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.
9-10.RI.9	Reading Informational	Integration of Knowledge and Ideas	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.

ID	Category	Sub Category	State Standard
9-10.RL.1	Reading Literature	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RL.10	Reading Literature	Range of Reading and Level of Text Complexity	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.
9-10.RL.2	Reading Literature	Key Ideas and Details	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.
9-10.RL.3	Reading Literature	Key Ideas and Details	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.
9-10.RL.4	Reading Literature	Craft and Structure	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).
9-10.RL.5	Reading Literature	Craft and Structure	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.
9-10.RL.6	Reading Literature	Craft and Structure	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.
9-10.RL.7	Reading Literature	Integration of Knowledge and Ideas	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).
9-10.RL.8	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature)
9-10.RL.9	Reading Literature	Integration of Knowledge and Ideas	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).
9-10.SL.1	Speaking & Listening	Comprehension and Collaboration	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.
9-10.SL.1.a	Speaking & Listening	Comprehension and Collaboration	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.

ID	Category	Sub Category	State Standard
9-10.SL.1.b	Speaking & Listening	Comprehension and Collaboration	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.
9-10.SL.1.c	Speaking & Listening	Comprehension and Collaboration	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.
9-10.SL.1.d	Speaking & Listening	Comprehension and Collaboration	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.
9-10.SL.2	Speaking & Listening	Comprehension and Collaboration	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
9-10.SL.3	Speaking & Listening	Comprehension and Collaboration	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
9-10.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	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.
9-10.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	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.
9-10.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
9-10.W.1	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9-10.W.1.a	Writing	Text Types and Purposes	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.
9-10.W.1.b	Writing	Text Types and Purposes	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.
9-10.W.1.c	Writing	Text Types and Purposes	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.
9-10.W.1.d	Writing	Text Types and Purposes	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ID	Category	Sub Category	State Standard
9-10.W.1.e	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the argument presented.
9-10.W.10	Writing	Range of Writing	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.
9-10.W.2	Writing	Text Types and Purposes	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.
9-10.W.2.a	Writing	Text Types and Purposes	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.
9-10.W.2.b	Writing	Text Types and Purposes	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.
9-10.W.2.c	Writing	Text Types and Purposes	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
9-10.W.2.d	Writing	Text Types and Purposes	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
9-10.W.2.e	Writing	Text Types and Purposes	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
9-10.W.2.f	Writing	Text Types and Purposes	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).
9-10.W.3	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
9-10.W.3.a	Writing	Text Types and Purposes	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.
9-10.W.3.b	Writing	Text Types and Purposes	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
9-10.W.3.c	Writing	Text Types and Purposes	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
9-10.W.3.d	Writing	Text Types and Purposes	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
9-10.W.3.e	Writing	Text Types and Purposes	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ID	Category	Sub Category	State Standard
9-10.W.4	Writing	Production and Distribution of Writing	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.)
9-10.W.5	Writing	Production and Distribution of Writing	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.
9-10.W.6	Writing	Production and Distribution of Writing	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.
9-10.W.7	Writing	Research to Build and Present Knowledge	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.
9-10.W.8	Writing	Research to Build and Present Knowledge	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.
9-10.W.9	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
9-10.W.9.a	Writing	Research to Build and Present Knowledge	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]”).
9-10.W.9.b	Writing	Research to Build and Present Knowledge	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”).

ID	Category	Sub Category	State Standard
11-12.L.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
11-12.L.1.a	Language	Conventions of Standard English	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
11-12.L.1.b	Language	Conventions of Standard English	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
11-12.L.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
11-12.L.2.a	Language	Conventions of Standard English	Observe hyphenation conventions.
11-12.L.2.b	Language	Conventions of Standard English	Spell correctly.
11-12.L.3	Language	Knowledge of Language	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.
11-12.L.3.a	Language	Knowledge of Language	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
11-12.L.4	Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
11-12.L.4.a	Language	Vocabulary Acquisition and Use	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.
11-12.L.4.b	Language	Vocabulary Acquisition and Use	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
11-12.L.4.c	Language	Vocabulary Acquisition and Use	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.
11-12.L.4.d	Language	Vocabulary Acquisition and Use	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).
11-12.L.5	Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
11-12.L.5.a	Language	Vocabulary Acquisition and Use	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
11-12.L.5.b	Language	Vocabulary Acquisition and Use	Analyze nuances in the meaning of words with similar denotations.
11-12.L.6	Language	Vocabulary Acquisition and Use	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.
11-12.RI.1	Reading Informational	Key Ideas and Details	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.

ID	Category	Sub Category	State Standard
11-12.RI.10	Reading Informationa I	Range of Reading and Level of Text Complexity	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.
11-12.RI.2	Reading Informationa I	Key Ideas and Details	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.
11-12.RI.3	Reading Informationa I	Key Ideas and Details	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.
11-12.RI.4	Reading Informationa I	Craft and Structure	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).
11-12.RI.5	Reading Informationa I	Craft and Structure	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.
11-12.RI.6	Reading Informationa I	Craft and Structure	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.
11-12.RI.7	Reading Informationa I	Integration of Knowledge and Ideas	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.
11-12.RI.8	Reading Informationa I	Integration of Knowledge and Ideas	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).
11-12.RI.9	Reading Informationa I	Integration of Knowledge and Ideas	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.
11-12.RL.1	Reading Literature	Key Ideas and Details	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.
11-12.RL.10	Reading Literature	Range of Reading and Level of Text Complexity	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.
11-12.RL.2	Reading Literature	Key Ideas and Details	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.
11-12.RL.3	Reading Literature	Key Ideas and Details	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).
11-12.RL.4	Reading Literature	Craft and Structure	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.)
11-12.RL.5	Reading Literature	Craft and Structure	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.

ID	Category	Sub Category	State Standard
11-12.RL.6	Reading Literature	Craft and Structure	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).
11-12.RL.7	Reading Literature	Integration of Knowledge and Ideas	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.)
11-12.RL.8	Reading Literature	Integration of Knowledge and Ideas	(Not applicable to literature)
11-12.RL.9	Reading Literature	Integration of Knowledge and Ideas	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.
11-12.SL.1	Speaking & Listening	Comprehension and Collaboration	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.
11-12.SL.1.a	Speaking & Listening	Comprehension and Collaboration	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.
11-12.SL.1.b	Speaking & Listening	Comprehension and Collaboration	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
11-12.SL.1.c	Speaking & Listening	Comprehension and Collaboration	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.
11-12.SL.1.d	Speaking & Listening	Comprehension and Collaboration	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.
11-12.SL.2	Speaking & Listening	Comprehension and Collaboration	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.
11-12.SL.3	Speaking & Listening	Comprehension and Collaboration	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.
11-12.SL.4	Speaking & Listening	Presentation of Knowledge and Ideas	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.
11-12.SL.5	Speaking & Listening	Presentation of Knowledge and Ideas	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.
11-12.SL.6	Speaking & Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
11-12.W.1	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
11-12.W.1.a	Writing	Text Types and Purposes	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.
11-12.W.1.b	Writing	Text Types and Purposes	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.

ID	Category	Sub Category	State Standard
11-12.W.1.c	Writing	Text Types and Purposes	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.
11-12.W.1.d	Writing	Text Types and Purposes	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
11-12.W.1.e	Writing	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the argument presented.
11-12.W.10	Writing	Range of Writing	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
11-12.W.2	Writing	Text Types and Purposes	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.
11-12.W.2.a	Writing	Text Types and Purposes	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.
11-12.W.2.b	Writing	Text Types and Purposes	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.
11-12.W.2.c	Writing	Text Types and Purposes	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.
11-12.W.2.d	Writing	Text Types and Purposes	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
11-12.W.2.e	Writing	Text Types and Purposes	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
11-12.W.2.f	Writing	Text Types and Purposes	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).
11-12.W.3	Writing	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
11-12.W.3.a	Writing	Text Types and Purposes	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.
11-12.W.3.b	Writing	Text Types and Purposes	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
11-12.W.3.c	Writing	Text Types and Purposes	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).
11-12.W.3.d	Writing	Text Types and Purposes	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
11-12.W.3.e	Writing	Text Types and Purposes	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
11-12.W.4	Writing	Production and Distribution of Writing	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.)

ID	Category	Sub Category	State Standard
11-12.W.5	Writing	Production and Distribution of Writing	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.
11-12.W.6	Writing	Production and Distribution of Writing	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.
11-12.W.7	Writing	Research to Build and Present Knowledge	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.
11-12.W.8	Writing	Research to Build and Present Knowledge	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.
11-12.W.9	Writing	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
11-12.W.9.a	Writing	Research to Build and Present Knowledge	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”).
11-12.W.9.b	Writing	Research to Build and Present Knowledge	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]”).

Standard ID	Strand	Standard Description	Pre-AP Learning Objective ID	Pre-AP Learning Objective Description	Pre-AP Essential Knowledge ID	Pre-AP Essential Knowledge Description	Strength of Match	Notes
CC.K-12.R.R.1	Key Ideas and Details	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.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Full	
					EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.		
			LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C4	Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.		
			LO 5.1B	Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1	Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.		
CC.9-10.R.L.1	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Full	
					EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.		
			LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C4	Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.		
CC.9-10.R.1.1	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.	Full	
			LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C2	Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.		
					EK 2.3C4	Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.		
CC.K-12.R.R.2	Key Ideas and Details	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Partial	
			LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.		
					EK 1.2A2	Informational graphics can serve as a source of supporting evidence in an argument.		
			LO 1.3A	Analyze how literary elements interact to develop the central ideas of a work of literature.	EK 1.3A1	The complexity of literature can result in multiple, varied interpretations of theme.		
				EK 1.3A2	Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.			
CC.9-10.R.L.2	Key Ideas and Details	Determine a theme or central idea of a text and analyze in detail its development over the	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Partial	

		course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	LO 1.3A	Analyze how literary elements interact to develop the central ideas of a work of literature.	EK 1.3A1	The complexity of literature can result in multiple, varied interpretations of theme.	
					EK 1.3A2	Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.	
CC.9-10.R.1.2	Key Ideas and Details	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.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	
			LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	
					EK 1.2A2	Informational graphics can serve as a source of supporting evidence in an argument.	
CC.K-12.R.R.3	Key Ideas and Details	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	Full
			LO 1.3A	Analyze how literary elements interact to develop the central ideas of a work of literature.	EK 1.3A2	Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.	
CC.9-10.R.L.3	Key Ideas and Details	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.	LO 1.3A	Analyze how literary elements interact to develop the central ideas of a work of literature.	EK 1.3A1	The complexity of literature can result in multiple, varied interpretations of theme.	Full
					EK 1.3A2	Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.	
CC.9-10.R.1.3	Key Ideas and Details	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.	LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	
CC.K-12.R.R.4	Craft and Structure	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.	LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.	Full
			LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B1	An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.	
			LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	
					EK 3.1A2	Words with similar denotations can have significantly different connotations.	

					EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.		
CC.9-10.R.L.4	Craft and Structure	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).	LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B1	An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.	Full	
			LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.		
					EK 3.1A2	Words with similar denotations can have significantly different connotations.		
				EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.			
CC.9-10.R.I.4	Craft and Structure	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).	LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.	Full	
			LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.		
					EK 3.1A2	Words with similar denotations can have significantly different connotations.		
				EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.			
CC.K-12.R.R.5	Craft and Structure	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.	LO 1.1B	Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.	EK 1.1B1	The structural or stylistic elements of a text often follow the conventions of its genre.	Full	
			LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B2	Authors select organizational patterns (e.g., cause and effect, compare and contrast, refutation, problem-solution) to contribute to the effectiveness of their arguments.		
					EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.		
			LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B3	A particular literary genre may privilege certain structural and stylistic elements.		
CC.9-10.R.L.5	Craft and Structure	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,	LO 1.1B	Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.	EK 1.1B1	The structural or stylistic elements of a text often follow the conventions of its genre.	Full	

		tension, or surprise.	LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B3	A particular literary genre may privilege certain structural and stylistic elements.		
CC.9-10.R.1.5	Craft and Structure	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).	LO 1.1B	Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.				
			LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B1	An awareness of the elements of a rhetorical situation (i.e., text, author, audience, purpose[s], and occasion) is critical to the evaluation of an argument.		
CC.K-12.R.R.6	Craft and Structure	Assess how point of view or purpose shapes the content and style of a text.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.	Full	
			LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B1	An awareness of the elements of a rhetorical situation (i.e., text, author, audience, purpose[s], and occasion) is critical to the evaluation of an argument.		
			LO 1.4A	Explain the relationship between a text and its historical or cultural context.	EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.		
CC.9-10.R.L.6	Craft and Structure	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.	LO 1.4A	Explain the relationship between a text and its historical or cultural context.	EK 1.4A1	Texts often reflect or address the historical or cultural contexts in which they were written.	Full	
			LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.4A2	Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.		
CC.9-10.R.1.6	Craft and Structure	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.	LO 1.1A	Analyze a wide range of texts for multiple meanings.			Full	
			LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B1	An awareness of the elements of a rhetorical situation (i.e., text, author, audience, purpose[s], and occasion) is critical to the evaluation of an argument.		
					EK 1.2B2	Authors select organizational patterns (e.g., cause and effect, compare and contrast, refutation, problem-solution) to contribute to the effectiveness of their arguments.		
					EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.		

CC.K-12.R.R.7	Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	LO 1.1B	Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.	EK 1.1B2	An informational graphic or visual element can be read as a text in and of itself and can also contribute to a reader's interpretation of a corresponding text.	Full	
			LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).		
CC.9-10.R.L.7	Integration of Knowledge and Ideas	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")	LO 1.4B	Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.	EK 1.4B1	Texts may build on or challenge the ideas of previously written texts.	Full	
					EK 1.4B2	Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.		
CC.9-10.R.I.7	Integration of Knowledge and Ideas	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.	LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).	Full	
CC.K-12.R.R.8	Integration of Knowledge and Ideas	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.	LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	Full	
					EK 1.2A2	Informational graphics can serve as a source of supporting evidence in an argument.		
					EK 1.2A3	An argument often acknowledges and responds to a counterclaim.		
CC.9-10.R.L.8	Integration of Knowledge and Ideas	(Not applicable to literature)						
CC.9-10.R.I.8	Integration of Knowledge and Ideas	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	LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	Full	
					EK 1.2A2	Informational graphics can serve as a source of supporting evidence in an argument.		
					EK 1.2A3	An argument often acknowledges and responds to a counterclaim.		
CC.K-12.R.R.9	Integration of Knowledge and Ideas	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	LO 1.4A	Explain the relationship between a text and its historical or cultural context.	EK 1.4A1	Texts often reflect or address the historical or cultural contexts in which they were written.	Full	
					EK 1.4A2	Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.		
			LO 1.4B	Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.	EK 1.4B1	Texts may build on or challenge the ideas of previously written texts.		
					EK 1.4B2	Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.		
CC.9-10.R.L.9	Integration of Knowledge and	Analyze how an author draws on and transforms source material in	LO 1.4B	Synthesize ideas from multiple texts and explain	EK 1.4B1	Texts may build on or challenge the ideas of previously written texts.	Full	

	Ideas	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		how the texts may convey different perspectives on a common theme or idea.	EK 1.4B2	Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.		
CC.9-10.R.I.9	Integration of Knowledge and Ideas	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.	LO 1.4A	Explain the relationship between a text and its historical or cultural context.	EK 1.4A1	Texts often reflect or address the historical or cultural contexts in which they were written.	Full	
					EK 1.4A2	Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.		
			LO 1.4B	Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.	EK 1.4B1	Texts may build on or challenge the ideas of previously written texts.		
					EK 1.4B2	Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.		
CC.K-12.R.R.10	Range of Reading and Level of Text Complexity	Read and comprehend complex literary and informational texts independently and proficiently.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Full	
					EK 1.1A2	Critical reading requires reading both with and against the ideas presented in a text.		
					EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.		
			LO 1.1C	Use a repertoire of active reading strategies appropriate to the text and task.	EK 1.1C1	Active reading strategies (e.g., annotating, outlining, summarizing, questioning, rereading) can facilitate reading complex texts independently and proficiently.		
				EK 1.1C2	Metacognitive reflection (thinking about one's thinking) during the reading process can enhance comprehension.			
CC.9-10.R.L.10	Range of Reading and Level of Text Complexity	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.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Full	
					EK 1.1A2	Critical reading requires reading both with and against the ideas presented in a text.		
		By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	LO 1.1C	Use a repertoire of active reading strategies appropriate to the text and task.	EK 1.1C1	Active reading strategies (e.g., annotating, outlining, summarizing, questioning, rereading) can facilitate reading complex texts independently and proficiently.		
					EK 1.1C2	Metacognitive reflection (thinking about one's thinking) during the reading process can enhance comprehension.		
CC.9-10.R.I.10	Range of Reading and Level of Text Complexity	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.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Full	
					EK 1.1A2	Critical reading requires reading both with and against the ideas presented in a text.		
		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.	LO 1.1C	Use a repertoire of active reading strategies appropriate to the text and task.	EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.		
					EK 1.1C1	Active reading strategies (e.g., annotating, outlining, summarizing, questioning, rereading) can facilitate reading complex texts independently and proficiently.		

					EK 1.1C2	Metacognitive reflection (thinking about one's thinking) during the reading process can enhance comprehension.		
CC.K-12.W.R.1	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.		
			LO 2.2A	Assert a precise central claim.	EK 2.2A1	A central claim expresses the writer's belief or point of view about a topic.		
					EK 2.2A2	Academic writing requires engaging with the ideas of others while recognizing one's own opinions and biases.		
					EK 2.2A3	There are ethical considerations (e.g., civic responsibilities, accuracy of facts) associated with influencing an audience's opinions or actions.		
			LO 2.2B	Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.	EK 2.2B1	An effective argument contains a compelling lead-in and closing that are relevant to the purpose and audience.		
					EK 2.2B2	Reasoning is the glue that holds an argument together and connects ideas in a logical sequence.		
					EK 2.2B3	Arguments often follow organizational patterns that a writer may emulate.		
			LO 2.2C	Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	EK 2.2C1	Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others' ideas.		
					EK 2.2C2	Evidence must be cited appropriately to acknowledge others' ideas.		
			LO 2.2D	Recognize and address counterclaims effectively.	EK 2.2D1	Anticipating and acknowledging conflicting points of view can add credibility to an argument.		
					EK 2.2D2	Addressing a counterclaim often includes providing compelling evidence to support and refute it.		
			LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E1	Rhetorical appeals to logos, ethos, and pathos are often used to enhance an argument.		
					EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.		
					EK 2.2E3	Writers use a variety of rhetorical devices (e.g., repetition, metaphor, irony) to help the reader understand and affirm the writer's position.		

CC.9-10.W.1	Text Types and Purposes	<p>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>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.		
			LO 2.2A	Assert a precise central claim.	EK 2.2A1	A central claim expresses the writer's belief or point of view about a topic.		
					EK 2.2A2	Academic writing requires engaging with the ideas of others while recognizing one's own opinions and biases.		
					EK 2.2A3	There are ethical considerations (e.g., civic responsibilities, accuracy of facts) associated with influencing an audience's opinions or actions.		
			LO 2.2B	Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.	EK 2.2B1	An effective argument contains a compelling lead-in and closing that are relevant to the purpose and audience.		
					EK 2.2B2	Reasoning is the glue that holds an argument together and connects ideas in a logical sequence.		
					EK 2.2B3	Arguments often follow organizational patterns that a writer may emulate.		
			LO 2.2C	Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	EK 2.2C1	Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others' ideas.		
					EK 2.2C2	Evidence must be cited appropriately to acknowledge others' ideas.		
LO 2.2D	Recognize and address counterclaims effectively.	EK 2.2D1	Anticipating and acknowledging conflicting points of view can add credibility to an argument.					
		EK 2.2D2	Addressing a counterclaim often includes providing compelling evidence to support and refute it.					
LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.					
CC.K-12.W.R.2	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	

			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.	
			LO 2.3A	Assert a precise central claim that establishes the relationship between a work's features and overall meaning.	EK 2.3A1	A thesis statement expresses a precise claim that will require analytical support and not mere summary to further develop.	
					EK 2.3A3	A well-written thesis statement acts as a lens through which the reader can interpret the analysis.	
			LO 2.3B	Organize ideas and evidence to effectively develop and support a thesis.			
			LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.			
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	
					EK 2.3D2	Smooth and meaningful transitions are vital to create a logical and cohesive progression of ideas.	
					EK 2.3D3	The writer's own position, voice, and style should be supported but not overshadowed by textual evidence.	
CC.9-10.W.2	Text Types and Purposes	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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.	
			LO 2.3A	Assert a precise central claim that establishes the relationship between a work's features and overall meaning.	EK 2.3A1	A thesis statement expresses a precise claim that will require analytical support and not mere summary to further develop.	
					EK 2.3A3	A well-written thesis statement acts as a lens through which the reader can interpret the analysis.	
			LO 2.3B	Organize ideas and evidence to effectively develop and support a thesis.	EK 2.3B2	A writer should make explicit connections between evidence and thesis.	
			LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C1	The nature of the evidence in a textual analysis will depend on the genre of the text.	
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	

		relationships among complex ideas and concepts.			EK 2.3D2	Smooth and meaningful transitions are vital to create a logical and cohesive progression of ideas.	
		d. Use precise language and domain-specific vocabulary to manage the complexity of the topic			EK 2.3D3	The writer's own position, voice, and style should be supported but not overshadowed by textual evidence.	
CC.K-12.W.R3	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.	
			LO 2.4A	Establish a narrative point of view.	EK 2.4A1	A narrator provides the lens through which a real or imagined story is told.	
					EK 2.4A2	Consistent first-person or third-person points of view are the most common narrative perspectives; however, some authors prefer to establish multiple or shifting points of view.	
					EK 2.4A3	Third-person narration can be objective and/or omniscient, but a first-person narrator can also be a central figure in the story, so reliability and perspective must be evaluated.	
			LO 2.4B	Use a variety of techniques to advance plot, theme, and the evolution of character(s).	EK 2.4B1	Whereas plot forms the storyline (the events, conflicts, and actions of the characters), themes are those meaningful ideas that surface through the telling of the story.	
					EK 2.4B2	Characters and events are developed through the use of techniques such as description, dialogue, pacing, and reflection.	
					EK 2.4B3	Meaning can be enhanced when objects, settings, or characters are used symbolically to represent larger ideas.	
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.	
					EK 2.4C2	Writers can use language to directly or indirectly indicate shifts in time and setting.	
EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.						
CC.9-10.W.3	Text Types and Purposes	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	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full

		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.	LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.	
		b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	LO 2.4A	Establish a narrative point of view.	EK 2.4A1	A narrator provides the lens through which a real or imagined story is told.	
	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	EK 2.4A2			Consistent first-person or third-person points of view are the most common narrative perspectives; however, some authors prefer to establish multiple or shifting points of view.		
	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	EK 2.4A3			Third-person narration can be objective and/or omniscient, but a first-person narrator can also be a central figure in the story, so reliability and perspective must be evaluated.		
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	LO 2.4B	Use a variety of techniques to advance plot, theme, and the evolution of character(s).	EK 2.4B1	Whereas plot forms the storyline (the events, conflicts, and actions of the characters), themes are those meaningful ideas that surface through the telling of the story.		
				EK 2.4B2	Characters and events are developed through the use of techniques such as description, dialogue, pacing, and reflection.		
				EK 2.4B3	Meaning can be enhanced when objects, settings, or characters are used symbolically to represent larger ideas.		
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.	
					EK 2.4C2	Writers can use language to directly or indirectly indicate shifts in time and setting.	
					EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.	
CC.K-12.W.R4	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.	
					EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.	
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.			
CC.9-10.W.4	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.	

				audience.	EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.	
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.			
CC.K-12.W.R5	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.	
					EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.	
			LO 2.1B	Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	EK 2.1B1	There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).	
					EK 2.1B2	An important part of the writing process is determining the most relevant and compelling ideas to pursue.	
					EK 2.1B3	Writing facilitates thinking.	
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C1	Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.	
					EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.	
					EK 2.1C3	Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle.	
					EK 2.1C4	Decisions about medium, design, and format should be based on intended audience and purpose.	
			LO 3.2A	Compose or revise language to honor precision and economy in word choice.			
			LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.			
LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.						
LO 3.3B	Compose or revise language to ensure proper agreement and appropriate verb tense.						

CC.9-10.W.5	Production and Distribution of Writing	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.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.		
					EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.		
			LO 2.1B	Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	EK 2.1B1	There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).		
					EK 2.1B2	An important part of the writing process is determining the most relevant and compelling ideas to pursue.		
					EK 2.1B3	Writing facilitates thinking.		
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C1	Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.		
					EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.		
					EK 2.1C3	Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle.		
					EK 2.1C4	Decisions about medium, design, and format should be based on intended audience and purpose.		
		LO 3.2A	Compose or revise language to honor precision and economy in word choice.					
		LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.			
		LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.					
		LO 3.3B	Compose or revise language to ensure proper agreement and appropriate verb tense.					
CC.K-12.W.R6	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full	

CC.9-10.W.6	Production and Distribution of Writing	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.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full	
CC.K-12.W.R.7	Research to Build and Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	LO 4.1A	Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process	EK 4.1A1	Research can be formal or informal, sustained or on the spot.	Full	
					EK 4.1A2	Preliminary research can confirm, challenge, or expand the initial problem, question, or idea.		
			LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).		
					EK 4.1B2	Effective research requires integrating the findings of multiple sources accurately and strategically.		
LO 4.1C	Determine the credibility, reliability, and relevancy of selected sources.	EK 4.1C1	Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic).					
		EK 4.1C2	Source bias must be considered within the research process.					
CC.9-10.W.7	Research to Build and Present Knowledge	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.	LO 4.1A	Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process	EK 4.1A1	Research can be formal or informal, sustained or on the spot.	Full	
					EK 4.1A2	Preliminary research can confirm, challenge, or expand the initial problem, question, or idea.		
			LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).		
					EK 4.1B2	Effective research requires integrating the findings of multiple sources accurately and strategically.		
LO 4.1C	Determine the credibility, reliability, and relevancy of selected sources.	EK 4.1C1	Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic).					
		EK 4.1C2	Source bias must be considered within the research process.					
CC.K-12.W.R.8	Research to Build and Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).	Full	
					EK 4.1B2	Effective research requires integrating the findings of multiple sources accurately and strategically.		
			LO 4.1C	Determine the credibility, reliability, and relevancy of selected sources.	EK 4.1C1	Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic).		
					EK 4.1C2	Source bias must be considered within the research process.		

			LO 4.2A	Make an independent claim that addresses the research question or problem and is supported by the findings.	EK 4.2A1	A claim is the researcher's own answer to the research question or problem, and it is grounded in credible evidence found during the process.	
			LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	
					EK 4.2B2	It is important to distinguish the researcher's point of view from that of experts in the field.	
					EK 4.2B3	Sharing research goes beyond simply restating findings to include interpretation, significance, and implications for additional research.	
			LO 4.2C	Summarize, paraphrase, or directly quote others' words appropriately and effectively.	EK 4.2C1	Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.	
					EK 4.2C2	Direct quotations can add credibility, but they should be used judiciously to ensure that the researcher provides sufficient analysis of a quotation and how it relates to their central claim.	
			LO 4.2D	Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.	EK 4.2D1	Evidence must be cited appropriately to acknowledge others' words and ideas.	
					EK 4.2D2	Writers must also properly credit sources and ideas that exist in formats other than traditional print (e.g., images, video clips, music, personal interviews).	
					EK 4.2D3	Standard citation formats assist readers and provide a means for fact-checking and conducting additional research.	
CC.9-10.W.8	Research to Build and Present Knowledge	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.	LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).	Full
					EK 4.1B2	Effective research requires integrating the findings of multiple sources accurately and strategically.	
			LO 4.1C	Determine the credibility, reliability, and relevancy of selected sources.	EK 4.1C1	Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic).	
					EK 4.1C2	Source bias must be considered within the research process.	
			LO 4.2A	Make an independent claim that addresses the research question or problem and is supported by the findings.	EK 4.2A1	A claim is the researcher's own answer to the research question or problem, and it is grounded in credible evidence found during the process.	
			LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	
					EK 4.2B2	It is important to distinguish the researcher's point of view from that of experts in the field.	

					EK 4.2B3	Sharing research goes beyond simply restating findings to include interpretation, significance, and implications for additional research.	
			LO 4.2C	Summarize, paraphrase, or directly quote others' words appropriately and effectively.	EK 4.2C1	Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.	
					EK 4.2C2	Direct quotations can add credibility, but they should be used judiciously to ensure that the researcher provides sufficient analysis of a quotation and how it relates to their central claim.	
			LO 4.2D	Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.	EK 4.2D1	Evidence must be cited appropriately to acknowledge others' words and ideas.	
					EK 4.2D2	Writers must also properly credit sources and ideas that exist in formats other than traditional print (e.g., images, video clips, music, personal interviews).	
					EK 4.2D3	Standard citation formats assist readers and provide a means for fact-checking and conducting additional research.	
CC.K-12.W.R.9	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.	LO 2.2C	Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	EK 2.2C1	Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others' ideas.	Full
			LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C1	The nature of the evidence in a textual analysis will depend on the genre of the text.	
					EK 2.3C2	Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.	
					EK 2.3C3	Literary analysis focuses on how narrative elements and/or stylistic features interact to convey meaning.	
					EK 2.3C4	Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.	
			LO 4.2C	Summarize, paraphrase, or directly quote others' words appropriately and effectively.	EK 4.2C1	Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.	
CC.9-10.W.9	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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., "Analyze how an author uses rhetoric to build an argument; how an author chooses to lead a reader through a line of reasoning; how an author takes a particular stand, selects details to support the argument, and uses style to move the argument forward and shape the overall tone and voice of the work").	LO 2.2C	Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	EK 2.2C1	Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others' ideas.	Full
			LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C1	The nature of the evidence in a textual analysis will depend on the genre of the text.	
					EK 2.3C2	Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.	
					EK 2.3C3	Literary analysis focuses on how narrative elements and/or stylistic features interact to convey meaning.	

		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 arguments.")			EK 2.3C4	Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.		
			LO 4.2C	Summarize, paraphrase, or directly quote others' words appropriately and effectively.	EK 4.2C1	Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.		
CC.K-12.W.R.10	Range of Writing	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.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.		
					EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.		
			LO 2.1B	Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	EK 2.1B1	There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).		
					EK 2.1B2	An important part of the writing process is determining the most relevant and compelling ideas to pursue.		
					EK 2.1B3	Writing facilitates thinking.		
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C1	Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.		
					EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.		
					EK 2.1C3	Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle.		
					EK 2.1C4	Decisions about medium, design, and format should be based on intended audience and purpose.		
LO 2.1D	Reflect on the writing process and how it shapes one's ongoing development as a writer.	EK 2.1D1	Metacognitive reflection (thinking about one's thinking) guides writers to identify the practices that work and do not work for them as writers.					
		EK 2.1D2	A writer's identity develops over time and is shaped by many factors beyond grades (e. g., finding one's own voice, receiving and responding to feedback).					
CC.9-10.W.10	Range of Writing	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.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.		
					EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.		

			LO 2.1B	Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	EK 2.1B1	There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).	
					EK 2.1B2	An important part of the writing process is determining the most relevant and compelling ideas to pursue.	
					EK 2.1B3	Writing facilitates thinking.	
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C1	Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.	
					EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.	
					EK 2.1C3	Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle.	
					EK 2.1C4	Decisions about medium, design, and format should be based on intended audience and purpose.	
			LO 2.1D	Reflect on the writing process and how it shapes one's ongoing development as a writer.	EK 2.1D1	Metacognitive reflection (thinking about one's thinking) guides writers to identify the practices that work and do not work for them as writers.	
					EK 2.1D2	A writer's identity develops over time and is shaped by many factors beyond grades (e.g., finding one's own voice, receiving and responding to feedback).	
CC.K-12.SL.1	Comprehension and Collaboration	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.	LO 5.1A	Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.	EK 5.1A1	Preparing for academic conversations requires considering topics and/or texts and developing a point of view.	Full
					EK 5.1A2	Creating talking points prior to a discussion helps the speaker stay focused and present ideas clearly.	
					EK 5.1A3	Listening to others' opinions requires attending carefully, responding appropriately, reflecting on what was shared, and weighing others' ideas against one's own position.	
			LO 5.1B	Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1	Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.	
					EK 5.1B2	When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.	
CC.9-10.SL.1	Comprehension and Collaboration	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	LO 5.1A	Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.	EK 5.1A1	Preparing for academic conversations requires considering topics and/or texts and developing a point of view.	Partial
					EK 5.1A2	Creating talking points prior to a discussion helps the speaker stay focused and present ideas clearly.	

		on others' ideas and expressing their own clearly and persuasively. 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.			EK 5.1A3	Listening to others' opinions requires attending carefully, responding appropriately, reflecting on what was shared, and weighing others' ideas against one's own position.	
			LO 5.1B	Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1	Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.	
					EK 5.1B2	When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.	
CC.K-12.SL.2	Comprehension and Collaboration	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full
			LO 5.2B	Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	EK 5.2B1	Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.	
CC.9-10.SL.2	Comprehension and Collaboration	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full
			LO 5.2B	Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	EK 5.2B1	Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.	
CC.K-12.SL.3	Comprehension and Collaboration	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	LO 5.1B	Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1	Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.	Full
					EK 5.1B2	When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.	
CC.9-10.SL.3	Comprehension and Collaboration	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	LO 5.1B	Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1	Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.	Partial
					EK 5.1B2	When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.	
CC.K-12.SL.4	Presentation of Knowledge and Ideas	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	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full

		audience.	LO 5.2A	Determine the purpose for communication and select an appropriate format.	EK 5.2A1	The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation.		
			LO 5.2C	Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.	EK 5.2C1	Effective speakers consider the audience's likely reaction to the topic and develop a presentation that engages the audience without compromising the message.		
			LO 5.2D	Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	EK 5.2D1	A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.		
CC.9-10.SL.4	Presentation of Knowledge and Ideas	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.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full	
			LO 5.2A	Determine the purpose for communication and select an appropriate format.	EK 5.2A1	The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation.		
			LO 5.2C	Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.	EK 5.2C1	Effective speakers consider the audience's likely reaction to the topic and develop a presentation that engages the audience without compromising the message.		
			LO 5.2D	Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	EK 5.2D1	A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.		
CC.K-12.SL.5	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full	
			LO 5.2B	Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	EK 5.2B1	Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.		
CC.9-10.SL.5	Presentation of Knowledge and Ideas	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.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full	
			LO 5.2B	Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	EK 5.2B1	Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.		

CC.K-12.SL.6	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	LO 5.2A	Determine the purpose for communication and select an appropriate format.	EK 5.2A1	The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation.	Full	
			LO 5.2D	Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	EK 5.2D1	A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.		
CC.9-10.SL.6	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	LO 5.2A	Determine the purpose for communication and select an appropriate format.	EK 5.2A1	The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation.	Full	
			LO 5.2D	Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	EK 5.2D1	A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.		
CC.K-12.L.R.1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.	EK 3.3A1	Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.	Full	
					EK 3.3A2	Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.		
					EK 3.3A3	Modifying phrases need to be appropriately placed within a sentence so that readers can clearly understand what they are modifying.		
			LO 3.3B	Compose or revise language to ensure proper agreement and appropriate verb tense.	EK 3.3B1	To ensure clarity, there should be agreement between subjects and verbs and between pronouns and their antecedents.		
					EK 3.3B2	Inappropriate shifts in verb tense can disorient a reader.		
CC.9-10.L.1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. 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.	LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B1	Varying sentence structures can maintain the reader's interest, enhance voice, and contribute to fluency.	Full	
			LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.	EK 3.3A2	Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.		
					EK 3.3A3	Modifying phrases need to be appropriately placed within a sentence so that readers can clearly understand what they are modifying.		
			LO 3.3B	Compose or revise language to ensure proper agreement and appropriate verb tense.	EK 3.3B1	To ensure clarity, there should be agreement between subjects and verbs and between pronouns and their antecedents.		
					EK 3.3B2	Inappropriate shifts in verb tense can disorient a reader.		

CC.K-12.L.R.2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.	EK 3.3A1	Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.	Full	
					EK 3.3A2	Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.		
CC.9-10.L.2	Conventions of Standard English	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	LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.	EK 3.3A1	Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.	Partial	
					EK 3.3A2	Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.		
CC.K-12.L.R.3	Knowledge of Language	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.	LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.	Full	
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.		
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.		
			LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.		
					EK 3.1A2	Words with similar denotations can have significantly different connotations.		
					EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.		
			LO 3.1B	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1	Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.		
					EK 3.1B2	Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.		
					EK 3.1B3	Recognizing patterns in morphology can help readers see how words are related to one another.		
			LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.		
EK 3.2A2	Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.							
LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.					

				style, voice, register, and tone of a text or presentation.	EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.	
			LO 3.3C	Understand the ways in which language choices can be made to achieve intended effects.	EK 3.3C1	Writers consider the flexibility of the genre (e.g., poetry, dramatic dialogue) as they make decisions about adhering to conventions.	
					EK 3.3C2	Deliberately defying conventions of Standard English may influence voice, tone, and rhetorical effect.	
CC.9-10.L.3	Knowledge of Language	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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.	Full
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.	
			LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	
					EK 3.1A2	Words with similar denotations can have significantly different connotations.	
					EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.	
			LO 3.1B	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1	Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.	
					EK 3.1B2	Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.	
					EK 3.1B3	Recognizing patterns in morphology can help readers see how words are related to one another.	
			LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.	
					EK 3.2A2	Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.	
			LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.	
					EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.	

			LO 3.3C	Understand the ways in which language choices can be made to achieve intended effects.	EK 3.3C1	Writers consider the flexibility of the genre (e.g., poetry, dramatic dialogue) as they make decisions about adhering to conventions.	
					EK 3.3C2	Deliberately defying conventions of Standard English may influence voice, tone, and rhetorical effect.	
			LO 4.2D	Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.	EK 4.2D1	Evidence must be cited appropriately to acknowledge others' words and ideas.	
					EK 4.2D3	Standard citation formats assist readers and provide a means for fact-checking and conducting additional research.	
CC.K-12.L.R.4	Vocabulary Acquisition and Use	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.	LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	Full
			LO 3.1B	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1	Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.	
					EK 3.1B2	Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.	
					EK 3.1B3	Recognizing patterns in morphology can help readers see how words are related to one another.	
			LO 3.1C	Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	EK 3.1C1	Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words.	
					EK 3.1C2	A thesaurus can help a writer choose the most appropriate word for a particular usage.	
					EK 3.1C3	Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.	
CC.9-10.L.4	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials	LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	Full
			LO 3.1B	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1	Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.	
					EK 3.1B2	Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.	
					EK 3.1B3	Recognizing patterns in morphology can help readers see how words are related to one another.	
			LO 3.1C	Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	EK 3.1C1	Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words.	
					EK 3.1C2	A thesaurus can help a writer choose the most appropriate word for a particular usage.	
					EK 3.1C3	Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.	

CC.K-12.L.R.5	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.	Full	
			LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B1	An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.		
					EK 1.3B3	A particular literary genre may privilege certain structural and stylistic elements.		
			LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.		
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.		
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.		
					EK 2.4C2	Writers can use language to directly or indirectly indicate shifts in time and setting.		
					EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.		
			LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.		
					EK 3.1A2	Words with similar denotations can have significantly different connotations.		
EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.							
LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.					
LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.					
		EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.					
CC.9-10.L.5	Vocabulary Acquisition and Use	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.	LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.	Full	
			LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B1	An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.		
					EK 1.3B3	A particular literary genre may privilege certain structural and stylistic elements.		
			LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive	EK 2.2E1	Rhetorical appeals to logos, ethos, and pathos are often used to enhance an argument.		

				elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.	
					EK 2.2E3	Writers use a variety of rhetorical devices (e.g., repetition, metaphor, irony) to help the reader understand and affirm the writer's position.	
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.	
					EK 2.4C2	Writers can use language to directly or indirectly indicate shifts in time and setting.	
					EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.	
			LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	
					EK 3.1A2	Words with similar denotations can have significantly different connotations.	
					EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.	
			LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.	
			LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.	
					EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.	
CC.K-12.L.R.6	Vocabulary Acquisition and Use	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.	Full
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.	
					EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.	
			LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	
					EK 3.1A2	Words with similar denotations can have significantly different connotations.	

					EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.	
			LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.	
					EK 3.2A2	Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.	
			LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.	
					EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.	
CC.9-10.L.6	Vocabulary Acquisition and Use	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.	LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.	Full
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.	
					EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.	
			LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	
					EK 3.1A2	Words with similar denotations can have significantly different connotations.	
					EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.	
			LO 3.1B	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1	Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.	
					EK 3.1B3	Recognizing patterns in morphology can help readers see how words are related to one another.	
			LO 3.1C	Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	EK 3.1C1	Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words.	
			LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.	
					EK 3.2A2	Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.	

			LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.	
					EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.	

Standard ID	Strand	Standard Description	Pre-AP Learning Objective ID	Pre-AP Learning Objective Description	Pre-AP Essential Knowledge ID	Pre-AP Essential Knowledge Description	Strength of Match	Notes
CC.K-12.R.R.1	Key Ideas and Details	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.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Full	
					EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.		
			LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C4	Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.		
			LO 5.1B	Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1	Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.		

CC.9-10.R.L.1	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Full	
					EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.		
			LO 2.3C		Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C4		Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.
CC.9-10.R.I.1	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.	Full	

		text.	LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C2	Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.	
					EK 2.3C4	Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.	
CC.K-12.R.R.2	Key Ideas and Details	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Partial
			LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	

				of the reasoning, and the relevance and sufficiency of the evidence.	EK 1.2A2	Informational graphics can serve as a source of supporting evidence in an argument.	
			LO 1.3A	Analyze how literary elements interact to develop the central ideas of a work of literature.	EK 1.3A1	The complexity of literature can result in multiple, varied interpretations of theme.	
					EK 1.3A2	Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.	
CC.9-10.R.L.2	Key Ideas and Details	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	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Partial
			LO 1.3A	Analyze how literary elements interact to develop the central ideas of	EK 1.3A1	The complexity of literature can result in multiple, varied interpretations of theme.	

		summary of the text.		a work of literature.	EK 1.3A2	Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.	
CC.9-10.R.I.2	Key Ideas and Details	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.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	
			LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	
					EK 1.2A2	Informational graphics can serve as a source of supporting evidence in an argument.	

CC.K-12.R.R.3	Key Ideas and Details	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	Full	
			LO 1.3A	Analyze how literary elements interact to develop the central ideas of a work of literature.	EK 1.3A2	Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.		
CC.9-10.R.L.3	Key Ideas and Details	Analyze how complex characters (e.g., those with multiple or conflicting	LO 1.3A	Analyze how literary elements interact to develop the central ideas of	EK 1.3A1	The complexity of literature can result in multiple, varied interpretations of theme.	Full	

		motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		a work of literature.	EK 1.3A2	Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.	
CC.9-10.R.I.3	Key Ideas and Details	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.	LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	
CC.K-12.R.R.4	Craft and Structure	Interpret words and phrases as they are used in a text, including determining technical, connotative,	LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.	Full

	and figurative meanings, and analyze how specific word choices shape meaning or tone.	LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B1	An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.	
		LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	
				EK 3.1A2	Words with similar denotations can have significantly different connotations.	
				EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.	

CC.9-10.R.L.4	Craft and Structure	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).	LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B1	An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.	Full	
			LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.		
					EK 3.1A2	Words with similar denotations can have significantly different connotations.		
				EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.			
CC.9-10.R.I.4	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative,	LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.		

		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).	LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	
					EK 3.1A2	Words with similar denotations can have significantly different connotations.	
					EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.	
CC.K-12.R.R.5	Craft and Structure	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	LO 1.1B	Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.	EK 1.1B1	The structural or stylistic elements of a text often follow the conventions of its genre.	Full

		to each other and the whole.	LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B2	Authors select organizational patterns (e.g., cause and effect, compare and contrast, refutation, problem-solution) to contribute to the effectiveness of their arguments.	
					EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.	
			LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B3	A particular literary genre may privilege certain structural and stylistic elements.	
CC.9-10.R.L.5	Craft and Structure	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	LO 1.1B	Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.	EK 1.1B1	The structural or stylistic elements of a text often follow the conventions of its genre.	Full

		effects as mystery, tension, or surprise.	LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B3	A particular literary genre may privilege certain structural and stylistic elements.	
CC.9-10.R.I.5	Craft and Structure	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).	LO 1.1B	Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.			
			LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B1	An awareness of the elements of a rhetorical situation (i.e., text, author, audience, purpose[s], and occasion) is critical to the evaluation of an argument.	
					EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.	

CC.K-12.R.R.6	Craft and Structure	Assess how point of view or purpose shapes the content and style of a text.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.	Full	
			LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B1	An awareness of the elements of a rhetorical situation (i.e., text, author, audience, purpose[s], and occasion) is critical to the evaluation of an argument.		
					EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.		
			LO 1.4A	Explain the relationship between a text and its historical or cultural context.	EK 1.4A1	Texts often reflect or address the historical or cultural contexts in which they were written.		
					EK 1.4A2	Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.		

CC.9-10.R.L.6	Craft and Structure	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.	LO 1.1A	Analyze a wide range of texts for multiple meanings.			Full	
			LO 1.4A	Explain the relationship between a text and its historical or cultural context.	EK 1.4A1	Texts often reflect or address the historical or cultural contexts in which they were written.		
					EK 1.4A2	Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.		
CC.9-10.R.I.6	Craft and Structure	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.	LO 1.1A	Analyze a wide range of texts for multiple meanings.			Full	
			LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B1	An awareness of the elements of a rhetorical situation (i.e., text, author, audience, purpose[s], and occasion) is critical to the evaluation of an argument.		

					EK 1.2B2	Authors select organizational patterns (e.g., cause and effect, compare and contrast, refutation, problem-solution) to contribute to the effectiveness of their arguments.	
					EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.	
CC.K-12.R.R.7	Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	LO 1.1B	Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.	EK 1.1B2	An informational graphic or visual element can be read as a text in and of itself and can also contribute to a reader's interpretation of a corresponding text.	Full
			LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).	

CC.9-10.R.L.7	Integration of Knowledge and Ideas	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	LO 1.4B	Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.	EK 1.4B1	Texts may build on or challenge the ideas of previously written texts.	Full	
					EK 1.4B2	Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.		
CC.9-10.R.I.7	Integration of Knowledge and Ideas	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.	LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).	Full	
CC.K-12.R.R.8	Integration of Knowledge and Ideas	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.	LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	Full	
					EK 1.2A2	Informational graphics can serve as a source of supporting evidence in an argument.		

					EK 1.2A3	An argument often acknowledges and responds to a counterclaim.		
CC.9-10.R.L.8	Integration of Knowledge and Ideas	(Not applicable to literature)						
CC.9-10.R.I.8	Integration of Knowledge and Ideas	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.	LO 1.2A	Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.	EK 1.2A1	An argument is developed through logical reasoning and supporting evidence.	Full	
					EK 1.2A2	Informational graphics can serve as a source of supporting evidence in an argument.		
					EK 1.2A3	An argument often acknowledges and responds to a counterclaim.		
CC.K-12.R.R.9	Integration of Knowledge and Ideas	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	LO 1.4A	Explain the relationship between a text and its historical or cultural context.	EK 1.4A1	Texts often reflect or address the historical or cultural contexts in which they were written.	Full	
					EK 1.4A2	Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.		

			LO 1.4B	Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.	EK 1.4B1	Texts may build on or challenge the ideas of previously written texts.	
					EK 1.4B2	Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.	
CC.9-10.R.L.9	Integration of Knowledge and Ideas	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).	LO 1.4B	Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.	EK 1.4B1	Texts may build on or challenge the ideas of previously written texts.	Full
					EK 1.4B2	Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.	
CC.9-10.R.I.9	Integration of Knowledge and Ideas	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's	LO 1.4A	Explain the relationship between a text and its historical or cultural context.	EK 1.4A1	Texts often reflect or address the historical or cultural contexts in which they were written.	Full

		<p>is 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>			EK 1.4A2	<p>Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing.</p>	
			LO 1.4B	<p>Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.</p>	EK 1.4B1	<p>Texts may build on or challenge the ideas of previously written texts.</p>	
					EK 1.4B2	<p>Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.</p>	
CC.K-12.R.R.10	<p>Range of Reading and Level of Text Complexity</p>	<p>Read and comprehend complex literary and informational texts independently and proficiently.</p>	LO 1.1A	<p>Analyze a wide range of texts for multiple meanings.</p>	EK 1.1A1	<p>A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.</p>	Full
					EK 1.1A2	<p>Critical reading requires reading both with and against the ideas presented in a text.</p>	

					EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.	
			LO 1.1C	Use a repertoire of active reading strategies appropriate to the text and task.	EK 1.1C1	Active reading strategies (e.g., annotating, outlining, summarizing, questioning, rereading) can facilitate reading complex texts independently and proficiently.	
					EK 1.1C2	Metacognitive reflection (thinking about one's thinking) during the reading process can enhance comprehension.	
CC.9-10.R.L.10	Range of Reading and Level of Text Complexity	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	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1	A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Full
					EK 1.1A2	Critical reading requires reading both with and against the ideas presented in a text.	

		range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.			EK 1.1A3 An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.		
			LO 1.1C	Use a repertoire of active reading strategies appropriate to the text and task.	EK 1.1C1 Active reading strategies (e.g., annotating, outlining, summarizing, questioning, rereading) can facilitate reading complex texts independently and proficiently.		
					EK 1.1C2 Metacognitive reflection (thinking about one's thinking) during the reading process can enhance comprehension.		
CC.9-10.R.1.10	Range of Reading and Level of Text Complexity	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.	LO 1.1A	Analyze a wide range of texts for multiple meanings.	EK 1.1A1 A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations.	Full	
					EK 1.1A2 Critical reading requires reading both with and against the ideas presented in a text.		

		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.			EK 1.1A3	An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.	
			LO 1.1C	Use a repertoire of active reading strategies appropriate to the text and task.	EK 1.1C1	Active reading strategies (e.g., annotating, outlining, summarizing, questioning, rereading) can facilitate reading complex texts independently and proficiently.	
					EK 1.1C2	Metacognitive reflection (thinking about one's thinking) during the reading process can enhance comprehension.	
CC.K-12.W.R.1	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full

LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.
LO 2.2A	Assert a precise central claim.	EK 2.2A1	A central claim expresses the writer's belief or point of view about a topic.
		EK 2.2A2	Academic writing requires engaging with the ideas of others while recognizing one's own opinions and biases.
		EK 2.2A3	There are ethical considerations (e.g., civic responsibilities, accuracy of facts) associated with influencing an audience's opinions or actions.

LO 2.2B	Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.	EK 2.2B1	An effective argument contains a compelling lead-in and closing that are relevant to the purpose and audience.
		EK 2.2B2	Reasoning is the glue that holds an argument together and connects ideas in a logical sequence.
		EK 2.2B3	Arguments often follow organizational patterns that a writer may emulate.
LO 2.2C	Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	EK 2.2C1	Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others' ideas.
		EK 2.2C2	Evidence must be cited appropriately to acknowledge others' ideas.

LO 2.2D	Recognize and address counterclaims effectively.	EK 2.2D1	Anticipating and acknowledging conflicting points of view can add credibility to an argument.
		EK 2.2D2	Addressing a counterclaim often includes providing compelling evidence to support and refute it.
LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E1	Rhetorical appeals to logos, ethos, and pathos are often used to enhance an argument.
		EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.

					EK 2.2E3	Writers use a variety of rhetorical devices (e.g., repetition, metaphor, irony) to help the reader understand and affirm the writer's position.	
CC.9-10.W.1	Text Types and Purposes	<p>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>b. Develop</p>	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.	
			LO 2.2A	Assert a precise central claim.	EK 2.2A1	A central claim expresses the writer's belief or point of view about a topic.	

<p>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.</p> <p>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.</p> <p>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.</p>			EK 2.2A2	Academic writing requires engaging with the ideas of others while recognizing one's own opinions and biases.			
			EK 2.2A3	There are ethical considerations (e.g., civic responsibilities, accuracy of facts) associated with influencing an audience's opinions or actions.			
			LO 2.2B	Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.		EK 2.2B1	An effective argument contains a compelling lead-in and closing that are relevant to the purpose and audience.
						EK 2.2B2	Reasoning is the glue that holds an argument together and connects ideas in a logical sequence.
						EK 2.2B3	Arguments often follow organizational patterns that a writer may emulate.

		e. Provide a concluding statement or section that follows from and supports the argument presented.	LO 2.2C	Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	EK 2.2C1	Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others' ideas.	
					EK 2.2C2	Evidence must be cited appropriately to acknowledge others' ideas.	
			LO 2.2D	Recognize and address counterclaims effectively.	EK 2.2D1	Anticipating and acknowledging conflicting points of view can add credibility to an argument.	
					EK 2.2D2	Addressing a counterclaim often includes providing compelling evidence to support and refute it.	
			LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.	

CC.K-12.W.R.2	Text Types and Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.		
			LO 2.3A	Assert a precise central claim that establishes the relationship between a work's features and overall meaning.	EK 2.3A1	A thesis statement expresses a precise claim that will require analytical support and not mere summary to further develop.		
					EK 2.3A3	A well-written thesis statement acts as a lens through which the reader can interpret the analysis.		

		LO 2.3B	Organize ideas and evidence to effectively develop and support a thesis.			
		LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.			
		LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	
				EK 2.3D2	Smooth and meaningful transitions are vital to create a logical and cohesive progression of ideas.	
					EK 2.3D3	The writer's own position, voice, and style should be supported but not overshadowed by textual evidence.

CC.9-10.W.2	Text Types and Purposes	<p>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.</p> <p>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.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details,</p>	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.		
			LO 2.3A	Assert a precise central claim that establishes the relationship between a work's features and overall meaning.	EK 2.3A1 EK 2.3A3	A thesis statement expresses a precise claim that will require analytical support and not mere summary to further develop. A well-written thesis statement acts as a lens through which the reader can interpret the analysis.		

	<p>quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p>	LO 2.3B	Organize ideas and evidence to effectively develop and support a thesis.	EK 2.3B2	A writer should make explicit connections between evidence and thesis.	
		LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C1	The nature of the evidence in a textual analysis will depend on the genre of the text.	
		LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	
				EK 2.3D2	Smooth and meaningful transitions are vital to create a logical and cohesive progression of ideas.	
				EK 2.3D3	The writer's own position, voice, and style should be supported but not overshadowed by textual evidence.	

CC.K-12.W.R3	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.		
			LO 2.4A	Establish a narrative point of view.	EK 2.4A1	A narrator provides the lens through which a real or imagined story is told.		
					EK 2.4A2	Consistent first-person or third-person points of view are the most common narrative perspectives; however, some authors prefer to establish multiple or shifting points of view.		

			EK 2.4A3	Third-person narration can be objective and/or omniscient, but a first-person narrator can also be a central figure in the story, so reliability and perspective must be evaluated.	
	LO 2.4B	Use a variety of techniques to advance plot, theme, and the evolution of character(s).	EK 2.4B1	Whereas plot forms the storyline (the events, conflicts, and actions of the characters), themes are those meaningful ideas that surface through the telling of the story.	
			EK 2.4B2	Characters and events are developed through the use of techniques such as description, dialogue, pacing, and reflection.	

					EK 2.4B3	Meaning can be enhanced when objects, settings, or characters are used symbolically to represent larger ideas.	
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.	
					EK 2.4C2	Writers can use language to directly or indirectly indicate shifts in time and setting.	
					EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.	
CC.9-10.W.3	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full

<p>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;</p> <p>create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and</p>	LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.
	LO 2.4A	Establish a narrative point of view.	EK 2.4A1	A narrator provides the lens through which a real or imagined story is told.
			EK 2.4A2	Consistent first-person or third-person points of view are the most common narrative perspectives; however, some authors prefer to establish multiple or shifting points of view.
			EK 2.4A3	Third-person narration can be objective and/or omniscient, but a first-person narrator can also be a central figure in the story, so reliability and perspective must be evaluated.

<p>sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	LO 2.4B	Use a variety of techniques to advance plot, theme, and the evolution of character(s).	EK 2.4B1	Whereas plot forms the storyline (the events, conflicts, and actions of the characters), themes are those meaningful ideas that surface through the telling of the story.
			EK 2.4B2	Characters and events are developed through the use of techniques such as description, dialogue, pacing, and reflection.
			EK 2.4B3	Meaning can be enhanced when objects, settings, or characters are used symbolically to represent larger ideas.
	LO 2.4C	Use carefully selected language to help the reader imagine or share the experience	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.

				conveyed in the narrative.	EK 2.4C2	Writers can use language to directly or indirectly indicate shifts in time and setting.		
					EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.		
CC.K-12.W.R4	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.		
					EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.		

			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.				
CC.9-10.W.4	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.		
					EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.		

			LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.			
CC.K-12.W.R5	Production and Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.	
					EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.	

LO 2.1B	Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	EK 2.1B1	There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).
		EK 2.1B2	An important part of the writing process is determining the most relevant and compelling ideas to pursue.
		EK 2.1B3	Writing facilitates thinking.
LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	EK 2.1C1	Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.
		EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.

		EK 2.1C3	Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle.
		EK 2.1C4	Decisions about medium, design, and format should be based on intended audience and purpose.
LO 3.2A	Compose or revise language to honor precision and economy in word choice.		

			LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.				
			LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.				
			LO 3.3B	Compose or revise language to ensure proper agreement and appropriate verb tense.				
CC.9-10.W.5	Production and Distribution of Writing	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.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full	
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.		

		EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.	
LO 2.1B	Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	EK 2.1B1	There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).	
		EK 2.1B2	An important part of the writing process is determining the most relevant and compelling ideas to pursue.	
		EK 2.1B3	Writing facilitates thinking.	
LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical	EK 2.1C1	Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.	

		purpose and effect are achieved.	EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.	
			EK 2.1C3	Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle.	
			EK 2.1C4	Decisions about medium, design, and format should be based on intended audience and purpose.	
LO 3.2A		Compose or revise language to honor precision and economy in word choice.			

			LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.	
			LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.			
			LO 3.3B	Compose or revise language to ensure proper agreement and appropriate verb tense.			
CC.K-12.W.R6	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full

CC.9-10.W.6	Production and Distribution of Writing	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.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full	
CC.K-12.W.R.7	Research to Build and Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	LO 4.1A	Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.	EK 4.1A1	Research can be formal or informal, sustained or on the spot.	Full	
					EK 4.1A2	Preliminary research can confirm, challenge, or expand the initial problem, question, or idea.		
			LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).		

				problem.	EK 4.1B2	Effective research requires integrating the findings of multiple sources accurately and strategically.		
			LO 4.1C	Determine the credibility, reliability, and relevancy of selected sources.	EK 4.1C1	Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic).		
					EK 4.1C2	Source bias must be considered within the research process.		
CC.9-10.W.7	Research to Build and Present Knowledge	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	LO 4.1A	Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.	EK 4.1A1	Research can be formal or informal, sustained or on the spot.	Full	
					EK 4.1A2	Preliminary research can confirm, challenge, or expand the initial problem, question, or idea.		

	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).	
				EK 4.1B2	Effective research requires integrating the findings of multiple sources accurately and strategically.	
		LO 4.1C	Determine the credibility, reliability, and relevancy of selected sources.	EK 4.1C1	Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic).	
				EK 4.1C2	Source bias must be considered within the research process.	

CC.K-12.W.R.8	Research to Build and Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).	Full	
					EK 4.1B2	Effective research requires integrating the findings of multiple sources accurately and strategically.		
			LO 4.1C	Determine the credibility, reliability, and relevancy of selected sources.	EK 4.1C1	Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic).		
					EK 4.1C2	Source bias must be considered within the research process.		

LO 4.2A	Make an independent claim that addresses the research question or problem and is supported by the findings.	EK 4.2A1	A claim is the researcher's own answer to the research question or problem, and it is grounded in credible evidence found during the process.
LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).
		EK 4.2B2	It is important to distinguish the researcher's point of view from that of experts in the field.
		EK 4.2B3	Sharing research goes beyond simply restating findings to include interpretation, significance, and implications for additional research.

LO 4.2C	Summarize, paraphrase, or directly quote others' words appropriately and effectively.	EK 4.2C1	Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.
		EK 4.2C2	Direct quotations can add credibility, but they should be used judiciously to ensure that the researcher provides sufficient analysis of a quotation and how it relates to their central claim.
LO 4.2D	Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and	EK 4.2D1	Evidence must be cited appropriately to acknowledge others' words and ideas.
		EK 4.2D2	Writers must also properly credit sources and ideas that exist in formats other than traditional print (e.g., images, video clips, music, personal interviews).

				sound.	EK 4.2D3	Standard citation formats assist readers and provide a means for fact-checking and conducting additional research.	
CC.9-10.W.8	Research to Build and Present Knowledge	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.	LO 4.1B	Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1	Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents).	Full
					EK 4.1B2	Effective research requires integrating the findings of multiple sources accurately and strategically.	
		LO 4.1C	Determine the credibility, reliability, and relevancy of selected sources.	EK 4.1C1	Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic).		

		EK 4.1C2	Source bias must be considered within the research process.
LO 4.2A	Make an independent claim that addresses the research question or problem and is supported by the findings.	EK 4.2A1	A claim is the researcher's own answer to the research question or problem, and it is grounded in credible evidence found during the process.
LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).
		EK 4.2B2	It is important to distinguish the researcher's point of view from that of experts in the field.

		EK 4.2B3	Sharing research goes beyond simply restating findings to include interpretation, significance, and implications for additional research.	
LO 4.2C	Summarize, paraphrase, or directly quote others' words appropriately and effectively.	EK 4.2C1	Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.	
		EK 4.2C2	Direct quotations can add credibility, but they should be used judiciously to ensure that the researcher provides sufficient analysis of a quotation and how it relates to their central claim.	
LO 4.2D	Attend to the ethical responsibilities of research, including the presentation of	EK 4.2D1	Evidence must be cited appropriately to acknowledge others' words and ideas.	

				<p>citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.</p>	<p>EK 4.2D2</p> <p>EK 4.2D3</p>	<p>Writers must also properly credit sources and ideas that exist in formats other than traditional print (e.g., images, video clips, music, personal interviews).</p> <p>Standard citation formats assist readers and provide a means for fact-checking and conducting additional research.</p>	
CC.K-12.W.R.9	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.	LO 2.2C	Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	EK 2.2C1	Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others' ideas.	Full
			LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C1	The nature of the evidence in a textual analysis will depend on the genre of the text.	

				EK 2.3C2	Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.	
				EK 2.3C3	Literary analysis focuses on how narrative elements and/or stylistic features interact to convey meaning.	
				EK 2.3C4	Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.	
		LO 4.2C	Summarize, paraphrase, or directly quote others' words appropriately and effectively.	EK 4.2C1	Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.	

CC.9-10.W.9	Research to Build and Present Knowledge	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <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]”).</p> <p>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</p>	LO 2.2C	Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	EK 2.2C1	Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others’ ideas.	Full	
			LO 2.3C	Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C1	The nature of the evidence in a textual analysis will depend on the genre of the text.		
					EK 2.3C2	Rhetorical analysis focuses on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect.		
EK 2.3C3	Literary analysis focuses on how narrative elements and/or stylistic features interact to convey meaning.							

		reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).			EK 2.3C4	Citations distinguish the writer’s ideas and words from those of the work being analyzed and from those of additional sources.	
			LO 4.2C	Summarize, paraphrase, or directly quote others’ words appropriately and effectively.	EK 4.2C1	Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas.	
CC.K-12.W.R.10	Range of Writing	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.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.	

		EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.	
LO 2.1B	Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	EK 2.1B1	There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).	
		EK 2.1B2	An important part of the writing process is determining the most relevant and compelling ideas to pursue.	
		EK 2.1B3	Writing facilitates thinking.	
LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical	EK 2.1C1	Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.	

purpose and effect are achieved.

EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.
EK 2.1C3	Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle.
EK 2.1C4	Decisions about medium, design, and format should be based on intended audience and purpose.

			LO 2.1D	Reflect on the writing process and how it shapes one's ongoing development as a writer.	EK 2.1D1	Metacognitive reflection (thinking about one's thinking) guides writers to identify the practices that work and do not work for them as writers.	
					EK 2.1D2	A writer's identity develops over time and is shaped by many factors beyond grades (e.g., finding one's own voice, receiving and responding to feedback).	
CC.9-10.W.10	Range of Writing	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.	LO 2.1A	Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience.	EK 2.1A1	Purpose drives writing; it is what a writer wants their reader to witness, believe, or do.	Full
					EK 2.1A2	The audience is the intended reader. Although teachers read student writing, they are not the sole audience.	

		EK 2.1A3	Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.	
LO 2.1B	Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	EK 2.1B1	There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings).	
		EK 2.1B2	An important part of the writing process is determining the most relevant and compelling ideas to pursue.	
		EK 2.1B3	Writing facilitates thinking.	
LO 2.1C	Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical	EK 2.1C1	Writers know when revision is necessary based on new understandings, personal reflections, and the feedback of others.	

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EK 2.1C2	Careful revision and editing are essential to ensure logic, cohesion, and clear communication.
EK 2.1C3	Writers may engage in multiple cycles of revision and editing, and these may not happen in tandem; for example, writers may refine their ideas in one cycle and then edit for grammar, usage, and mechanics as they proofread in a subsequent cycle.
EK 2.1C4	Decisions about medium, design, and format should be based on intended audience and purpose.

			LO 2.1D	Reflect on the writing process and how it shapes one's ongoing development as a writer.	EK 2.1D1	Metacognitive reflection (thinking about one's thinking) guides writers to identify the practices that work and do not work for them as writers.	
					EK 2.1D2	A writer's identity develops over time and is shaped by many factors beyond grades (e.g., finding one's own voice, receiving and responding to feedback).	
CC.K-12.SL.1	Comprehension and Collaboration	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.	LO 5.1A	Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.	EK 5.1A1	Preparing for academic conversations requires considering topics and/or texts and developing a point of view.	Full
					EK 5.1A2	Creating talking points prior to a discussion helps the speaker stay focused and present ideas clearly.	

				EK 5.1A3	Listening to others' opinions requires attending carefully, responding appropriately, reflecting on what was shared, and weighing others' ideas against one's own position.	
			LO 5.1B	Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1	Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.
					EK 5.1B2	When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.

CC.9-10.SL.1	Comprehension and Collaboration	<p>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>b. Work with</p>	LO 5.1A	Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.	EK 5.1A1	Preparing for academic conversations requires considering topics and/or texts and developing a point of view.	Partial	
			EK 5.1A2		Creating talking points prior to a discussion helps the speaker stay focused and present ideas clearly.			
			EK 5.1A3		Listening to others' opinions requires attending carefully, responding appropriately, reflecting on what was shared, and weighing others' ideas against one's own position.			
			LO 5.1B	Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1	Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.		

		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			EK 5.1B2	When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.	
CC.K-12.SL.2	Comprehension and Collaboration	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full
			LO 5.2B	Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	EK 5.2B1	Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.	

CC.9-10.SL.2	Comprehension and Collaboration	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full	
			LO 5.2B	Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	EK 5.2B1	Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.		
CC.K-12.SL.3	Comprehension and Collaboration	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	LO 5.1B	Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1	Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.	Full	

					EK 5.1B2	When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.	
CC.9-10.SL.3	Comprehension and Collaboration	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	LO 5.1B	Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1	Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion.	Partial
					EK 5.1B2	When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.	

CC.K-12.SL.4	Presentation of Knowledge and Ideas	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.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full	
			LO 5.2A	Determine the purpose for communication and select an appropriate format.	EK 5.2A1	The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation.		
			LO 5.2C	Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.	EK 5.2C1	Effective speakers consider the audience's likely reaction to the topic and develop a presentation that engages the audience without compromising the message.		

			LO 5.2D	Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	EK 5.2D1	A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.	
CC.9-10.SL.4	Presentation of Knowledge and Ideas	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.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full
			LO 5.2A	Determine the purpose for communication and select an appropriate format.	EK 5.2A1	The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation.	

			LO 5.2C	Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.	EK 5.2C1	Effective speakers consider the audience's likely reaction to the topic and develop a presentation that engages the audience without compromising the message.	
			LO 5.2D	Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	EK 5.2D1	A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.	
CC.K-12.SL.5	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full

			LO 5.2B	Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	EK 5.2B1	Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.	
CC.9-10.SL.5	Presentation of Knowledge and Ideas	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.	LO 4.2B	Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1	Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets).	Full
			LO 5.2B	Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.	EK 5.2B1	Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.	

CC.K-12.SL.6	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	LO 5.2A	Determine the purpose for communication and select an appropriate format.	EK 5.2A1	The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation.	Full	
			LO 5.2D	Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	EK 5.2D1	A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.		
CC.9-10.SL.6	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	LO 5.2A	Determine the purpose for communication and select an appropriate format.	EK 5.2A1	The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation.	Full	

			LO 5.2D	Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	EK 5.2D1	A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.	
CC.K-12.L.R.1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.	EK 3.3A1	Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.	Full
					EK 3.3A2	Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.	

					EK 3.3A3	Modifying phrases need to be appropriately placed within a sentence so that readers can clearly understand what they are modifying.	
			LO 3.3B	Compose or revise language to ensure proper agreement and appropriate verb tense.	EK 3.3B1	To ensure clarity, there should be agreement between subjects and verbs and between pronouns and their antecedents.	
					EK 3.3B2	Inappropriate shifts in verb tense can disorient a reader.	
CC.9-10.L.1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.	LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B1	Varying sentence structures can maintain the reader's interest, enhance voice, and contribute to fluency.	Full

	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.	LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.	EK 3.3A2	Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.	
				EK 3.3A3	Modifying phrases need to be appropriately placed within a sentence so that readers can clearly understand what they are modifying.	
		LO 3.3B	Compose or revise language to ensure proper agreement and appropriate verb tense.	EK 3.3B1	To ensure clarity, there should be agreement between subjects and verbs and between pronouns and their antecedents.	
				EK 3.3B2	Inappropriate shifts in verb tense can disorient a reader.	

CC.K-12.L.R.2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.	EK 3.3A1	Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.	Full	
					EK 3.3A2	Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.		
CC.9-10.L.2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and	LO 3.3A	Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.	EK 3.3A1	Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence.	Partial	

		perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.			EK 3.3A2	Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.	
CC.K-12.L.R.3	Knowledge of Language	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.	LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.	Full
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.	

LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.
		EK 3.1A2	Words with similar denotations can have significantly different connotations.
		EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.
LO 3.1B	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1	Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.
		EK 3.1B2	Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.

		EK 3.1B3	Recognizing patterns in morphology can help readers see how words are related to one another.
LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.
		EK 3.2A2	Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.
LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.
		EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.

			LO 3.3C	Understand the ways in which language choices can be made to achieve intended effects.	EK 3.3C1	Writers consider the flexibility of the genre (e.g., poetry, dramatic dialogue) as they make decisions about adhering to conventions.	
					EK 3.3C2	Deliberately defying conventions of Standard English may influence voice, tone, and rhetorical effect.	
CC.9-10.L.3	Knowledge of Language	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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA	LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.	Full
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	

Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.
LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.
		EK 3.1A2	Words with similar denotations can have significantly different connotations.
		EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.
LO 3.1B	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1	Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.

		EK 3.1B2	Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.	
		EK 3.1B3	Recognizing patterns in morphology can help readers see how words are related to one another.	
LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.	
		EK 3.2A2	Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.	

LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.
		EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.
LO 3.3C	Understand the ways in which language choices can be made to achieve intended effects.	EK 3.3C1	Writers consider the flexibility of the genre (e.g., poetry, dramatic dialogue) as they make decisions about adhering to conventions.
		EK 3.3C2	Deliberately defying conventions of Standard English may influence voice, tone, and rhetorical effect.
LO 4.2D	Attend to the ethical responsibilities of research, including the presentation of	EK 4.2D1	Evidence must be cited appropriately to acknowledge others' words and ideas.

				citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources	EK 4.2D3	Standard citation formats assist readers and provide a means for fact-checking and conducting additional research.		
CC.K-12.L.R.4	Vocabulary Acquisition and Use	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.	LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	Full	
			LO 3.1B	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1	Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.		
					EK 3.1B2	Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.		
					EK 3.1B3	Recognizing patterns in morphology can help readers see how words are related to one another.		

			LO 3.1C	Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	EK 3.1C1	Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words.	
					EK 3.1C2	A thesaurus can help a writer choose the most appropriate word for a particular usage.	
					EK 3.1C3	Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.	
CC.9-10.L.4	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases	LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.	Full

<p>based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</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., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g.,</p>	LO 3.1B	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1	Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.
			EK 3.1B2	Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech.
			EK 3.1B3	Recognizing patterns in morphology can help readers see how words are related to one another.
	LO 3.1C	Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	EK 3.1C1	Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words.

		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.			EK 3.1C2 A thesaurus can help a writer choose the most appropriate word for a particular usage.		
					EK 3.1C3 Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.		
CC.K-12.L.R.5	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.	Full
			LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B1	An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.	
					EK 1.3B3	A particular literary genre may privilege certain structural and stylistic elements.	

LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.
LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.
LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.
		EK 2.4C2	Writers can use language to directly or indirectly indicate shifts in time and setting.
		EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.

LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.
		EK 3.1A2	Words with similar denotations can have significantly different connotations.
		EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.
LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.

			LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.	
					EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.	
CC.9-10.L.5	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	LO 1.2B	Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B3	The power of an argument's rhetoric can hinge upon effective word choice and syntax.	Full
		a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	LO 1.3B	Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B1	An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.	
		b. Analyze nuances in the meaning of words with similar denotations.			EK 1.3B3	A particular literary genre may privilege certain structural and stylistic elements.	

LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E1	Rhetorical appeals to logos, ethos, and pathos are often used to enhance an argument.
		EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.
		EK 2.2E3	Writers use a variety of rhetorical devices (e.g., repetition, metaphor, irony) to help the reader understand and affirm the writer's position.
LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.

LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.
		EK 2.4C2	Writers can use language to directly or indirectly indicate shifts in time and setting.
		EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.
LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.
		EK 3.1A2	Words with similar denotations can have significantly different connotations.

				EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.		
			LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.	
			LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.	
					EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.	

CC.K-12.L.R.6	Vocabulary Acquisition and Use	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.	Full	
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.		
			LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.		
					EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.		
LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.					

		EK 3.1A2	Words with similar denotations can have significantly different connotations.	
		EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.	
LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable , but there is value in choosing the best word to achieve a particular rhetorical effect.	
		EK 3.2A2	Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.	

			LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.	
					EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.	
CC.9-10.L.6	Vocabulary Acquisition and Use	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	LO 2.2E	Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E2	Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument.	Full
			LO 2.3D	Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1	Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis.	

or expression.

LO 2.4C	Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1	Vivid descriptions, imagery, and figurative language draw the reader into the narrative.
		EK 2.4C3	Word choice helps convey a particular voice with its own syntax, diction, and tone.
LO 3.1A	Use context clues to infer the meaning of multiple-meaning or unfamiliar words.	EK 3.1A1	A word's nuanced meaning is often dependent on the context in which it is used.
		EK 3.1A2	Words with similar denotations can have significantly different connotations.
		EK 3.1A3	A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.

LO 3.1B	Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1	Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words.
		EK 3.1B3	Recognizing patterns in morphology can help readers see how words are related to one another.
LO 3.1C	Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	EK 3.1C1	Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words.
LO 3.2A	Compose or revise language to honor precision and economy in word choice.	EK 3.2A1	Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect.

				EK 3.2A2	Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words.	
		LO 3.2B	Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B2	Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation.	
				EK 3.2B3	Linguistic diversity across dialects and registers contributes to the power and richness of language.	