

Morris School District
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Morris School District
English Language Arts Curriculum
Grades 6 through 12

Frelinghuysen Middle School
Jane Way
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Morristown High School
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Philosophical Tenets

The Morris School District's (MSD) English Language Arts (ELA) curriculum encourages an innovative combination of 21st century literacies, as defined by National Council Teachers of English (NCTE), as well as the standards referenced in the ELA Common Core Standards. This curriculum document, always fluid, never complete, qualifies what content needs to be included in teacher-developed units of study/lessons/plans, but neither recommends, nor advocates for any one particular unit. Occasioning thinking within a social context is the purpose of a curriculum. In thinking about curriculum inquiry, Noel Gough's (2003) definition may be helpful. He writes:

[I]nternationalizing curriculum inquiry might best be understood as a process of creating transnational "spaces" in which scholars from different localities collaborate in reframing and decentering their own knowledge traditions and negotiate trust in each other's contributions to their collective work (p. 68).

This document is intentionally public and subject to revision by those within and beyond the school system. The four beliefs outlined here along with a set of 11 standards will remain a constant (once there is agreement), while the particular goals, objectives, units of study, lessons, and/or plans teachers and students compose will be influenced by teacher expertise, student interest, and local context.

Four main principles (in)form the ELA program at the 6th through 12th grade level of schooling at MSD:

1. A student-centered classroom. While direct instruction and class readings of a text are still necessary at times, the bulk of the class time will be devoted to project-based, inquiry-based, hands-on, interactive learning. The teacher and the student design this curriculum to occasion creativity, critical thinking, communication in the development of beautiful work.
2. Privileging new literacies. We recognize that what it means to be literate has never been a static matter. The Internet represents a profound influence on life in the 21st century and brings with it challenges and contexts that inform the way students compose and communicate knowledge. In former years, the social practices of literacy have often been absent from standard curriculum documents. A more autonomous (Street, 1985) understanding of literacy had prevailed that situated being literate as a learned cognitive skill, stripped of all social context. One learned to read and write just as one

learned to play basketball, make brownies, or ride a bike. A set of skills were determined, taught and learned. This narrow understanding of literacy limits the complexity and misrepresents the importance of social context. This curriculum is based on a different understanding of literacies as defined by NCTE's 21st Century Framework:

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Twenty-first century readers and writers need to

- *Develop proficiency with the tools of technology*
- *Build relationships with others to pose and solve problems collaboratively and cross-culturally*
- *Design and share information for global communities to meet a variety of purposes*
- *Manage, analyze, and synthesize multiple streams of simultaneous information*
- *Create, critique, analyze, and evaluate multimedia texts*
- *Attend to the ethical responsibilities required by these complex environments*

3. Reliance on multiple approaches to curriculum, lesson and unit design based on teacher and learner expertise. We recognize that one powerful correlate to learning within our purview is the empowerment of the learner, be it as teacher, student, parent, community member, or administrator. To that end, this curriculum privileges learner expertise and creativity. As such, one would not expect to find a singular approach to teaching and learning operating across all classrooms. In this manner, we understand curriculum to be akin to powerful conversations (Pinar, 2004). Whereas there is consistency across classrooms at the beliefs and standards levels of the curriculum, there is equally the potential for idiosyncratic practices as determined by the teacher and learner and expressed in the development of course content and experiences. This curriculum document, units of study, lessons, and other plans are public documents and are stored electronically so all members of the community can access and coauthor at will.

4. Embedded and seamless assessment. The primary goal of the ELA curriculum is to ensure that learning by teachers and students occur regularly and powerfully and that all have multiple opportunities to do so. To that end, assessment is incorporated into the learning experience where possible at the direction of the teacher and/or student. Skilled teachers assess students informally all the time and the habit of self-reflection by students is also advocated and supported in the design of learning. Also, technologies are available for incorporating continuous, "dynamic assessment" into learning materials (Lajoie & Lesgold, 1992). Assessment can be seamlessly integrated into meaningful learning experiences and not tacked on at the end. students critique and discuss products and performances grounded in authentic contexts, including portfolios, projects, compositions, and performances. Product and performance reviews can complement more traditional measures of knowledge acquisition and understanding (Cates, 1992). students include different perspectives in the critiquing process (Ng & Bereiter, 1991) focusing on instructional goals and learner's goals. Ng and Bereiter (1991) found that students showed signs of having three kinds of goals: (1) student task-completion goals or "hoop jumping," (2) instructional goals set by the system, and (3) personal knowledge-building goals set by the student. All three are integral to assessment of learning.

Works Cited:

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Proposed Standards	Guiding Questions
<p>1. Students compose as readers, writers, and viewers a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works that are found on and off-line. Text is understood as written, spoken, visual, and multimedia. Students must be critical consumers and composers of multi-media texts.</p>	<p>Composing meaning is an essential cognitive and social task that requires active participation by all students.</p> <ul style="list-style-type: none"> • <i>Do students compose written, spoken, visual, and multimedia texts regularly?</i> • <i>Do students have choice in what texts they consume and produce?</i> • <i>What understandings of cultures do students compose via the work they consume and produce?</i> • <i>Do students use tools to create new thinking or to communicate original perspectives?</i> • <i>Do students communicate information and ideas in a variety of forms?</i> • <i>Do students communicate information and ideas to different audiences?</i> • <i>Do students articulate thoughts and ideas so that others can understand and act on them?</i> • <i>Do students analyze and evaluate the multimedia sources that they use?</i> • <i>Do students evaluate multimedia sources for the effects of visuals, sounds, hyperlinks, and other features on the text's meaning or emotional impact?</i> • <i>Do students evaluate their own multimedia works?</i>

<p>2. Students study a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p>	<p>Textual representation matters.</p> <ul style="list-style-type: none"> • <i>Do students co-select works to be studied as a class, small group, and for individual consumption?</i> • <i>Are there a range of text types and cultures represented in shared texts?</i> • <i>Is there ease in adding, revising, and deleting textual works?</i> • <i>Do students demonstrate an understanding of philosophical, historical, ethical, aesthetic, gendered, racial, economic, political, and autobiographical understanding of human experience?</i>
<p>3. Students apply strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other composers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sentence structure, context, graphics), and visual grammar.</p>	<p>Making meaning requires monitoring and adjusting while consuming texts.</p> <ul style="list-style-type: none"> • <i>Do students know and use a range of comprehension, interpretation, and evaluation strategies when consuming texts?</i> • <i>Do students understand and make appropriate use of written and visual grammars?</i> • <i>Do students know how to apply a variety of analysis when consuming text?</i>
<p>4. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>	<p>Making meaning requires monitoring and adjusting while producing and distributing texts.</p> <ul style="list-style-type: none"> • <i>Do students know and use a range of composition strategies when producing texts?</i> • <i>Do students understand and make appropriate use of written and visual grammars in the production of</i>

	<p><i>texts?</i></p> <ul style="list-style-type: none"> • <i>Do students demonstrate media techniques in the production and distribution of media works?</i> • <i>Do students demonstrate control of conventions and syntax (written visual, and multimedia) in the development of texts?</i>
<p>5. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of technological sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks, video, social media) to gather and synthesize information, to create and communicate knowledge, and to communicate their discoveries in ways that suit their purpose and audience. They attend to the ethical responsibilities required by complex environments.</p>	<p>Conducting research requires students to be savvy consumers and producers of text, leveraging 21st century technologies while being mindful of their purpose, audience, and methods of communication.</p> <ul style="list-style-type: none"> • <i>Do students know and use a range of searching protocols when consuming and producing texts?</i> • <i>Do students find relevant and reliable sources that meet their needs?</i> • <i>Do students “pull” audiences to their work?</i> • <i>Do students exhibit work in public?</i> • <i>Do students apply data analysis strategies when critiquing sources and generating evidence?</i> <p>students in the 21st century must understand and adhere to legal and ethical practices as they use resources and create information.</p> <ul style="list-style-type: none"> • <i>Do students share information in ways that consider all sources?</i> • <i>Do students practice the safe and legal use of technology?</i> • <i>Do students create products that are both informative and ethical?</i>
<p>6. Students whose first language is not English make use of their</p>	<p>Students whose first language is not English are more likely to</p>

<p>first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</p>	<p>achieve academic success in English in settings where their primary language is nurtured.</p> <ul style="list-style-type: none"> • <i>Do students whose first language is not English have regular social interaction for language learning through conversations with others?</i> • <i>Do students whose first language is not English have consistent access to technology that can assist them in language learning and translation?</i>
<p>7. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, gaming, persuasion, and the exchange of information).</p>	<p>Empowerment requires choice and self-advocacy.</p> <ul style="list-style-type: none"> • <i>Do students have consistent opportunities to define their learning and to determine passion projects?</i> • <i>Do students know and apply methods that allow them to generate, elaborate, revise, edit, and communicate self-determined work?</i>
<p>8. Students have experience with and develop skills with technological tools used in the classroom and the world around them and through this they learn about technology and learn through technology.</p>	<p>Students in the 21st century should have experience with and develop skills around technological tools used in the classroom and the world around them. Through this they will learn about technology and learn through technology. In addition, they must be able to select the most appropriate tools to address particular needs.</p> <ul style="list-style-type: none"> • <i>Do students use technology as a tool for communication, research, and creation of new works?</i> • <i>Do students evaluate and use digital tools and resources that match the work they are doing?</i> • <i>Do students find relevant and reliable sources that meet their needs?</i> • <i>Do students take risks and try new things with tools available to them?</i> • <i>Do students, independently and collaboratively,</i>

	<p><i>solve problems as they arise in their work?</i></p> <ul style="list-style-type: none"> • <i>Do students use a variety of tools correctly and efficiently?</i>
<p>9. Students build relationships with others to pose and solve problems collaboratively and cross-culturally in both face-to-face and virtual environments.</p>	<p>Students in the 21st century need interpersonal skills in order to work collaboratively in both face-to-face and virtual environments to use and develop problem-solving skills. When learning experiences are grounded in well-informed teaching practices, the use of technology allows a wider range of voices to be heard, exposing students to opinions and norms outside of their own.</p> <ul style="list-style-type: none"> • <i>Do students work in a group in ways that allow them to create new knowledge or to solve problems that can't be created or solved individually?</i> • <i>Do students work in groups to create new sources that can't be created or solved by individuals?</i> • <i>Do students work in groups of members with diverse perspectives and areas of expertise?</i> • <i>Do students build on one another's thinking to gain new understanding?</i> • <i>Do students learn to share disagreements and new ways of thinking in ways that positively impact the work?</i> • <i>Do students gain new understandings by being part of a group or team?</i>
<p>10. Students design and share information for global communities that have a variety of purposes and are able to select, organize, and design information to be shared, understood, and distributed beyond their classrooms.</p>	<p>Students in the 21st century must be aware of the global nature of our world and be able to select, organize, and design information to be shared, understood, and distributed beyond their classrooms.</p>

	<ul style="list-style-type: none"> • <i>Do students use inquiry to ask questions and solve problems?</i> • <i>Do students critically analyze a variety of information from a variety of sources?</i> • <i>Do students take responsibility for communicating their ideas in a variety of ways?</i> • <i>Do students choose tools to share information that match their need and audience?</i> • <i>Do students share and publish their work in a variety of ways?</i> • <i>Do students solve real problems and share results with real audiences?</i> • <i>Do students publish in ways that meet the needs of a particular, authentic audience?</i>
<p>11. Students manage, analyze, and synthesize multiple streams of simultaneously presented information in a variety of different formats, determine reliability, and create new knowledge from that information.</p>	<p>Students in the 21st century must be able to take information from multiple places and in a variety of different formats, determine its reliability, and create new knowledge from that information.</p> <ul style="list-style-type: none"> • <i>Do students create new ideas using knowledge gained?</i> • <i>Do students locate information from a variety of source?</i> • <i>Do students analyze the credibility of information and its appropriateness in meeting their needs?</i> • <i>Do students synthesize information from a variety of sources?</i> • <i>Do students manage new information to help them solve problems?</i> • <i>Do students use information to make decisions as</i>

	<i>informed citizens?</i>
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Assessments (From [NCTE](#) retrieved 2.2.11.)

Assessments need to take into consideration both traditional components and elements that may be different for 21st century student work.

Traditional elements of assessment of 21st century student learning

The traditional elements for assessing 21st century student work include relevance and reliability of information used in the work; significance of new information or understandings communicated throughout the process and in the final product; effectiveness of the work in achieving its purpose; impact of the work on the audience; creativity or aesthetics demonstrated in the final product; creativity, initiative, and effectiveness demonstrated in solving problems; efficiency and effectiveness of the student's process; and the student's legal and ethical process and behavior.

Newer elements of assessment of 21st century student learning

Assessment of 21st century products of learning may be different because of technological tools. Some elements to consider include:

- extent of students' access to 21st century tools both in and out of school
- range and depth of information readily accessible to students
- facility of students and teachers with technology tools
- extent to which tools can make artists, musicians, and designers of students not traditionally considered talented in those fields
- extent to which images and sound may amplify text
- extent to which student products can emulate those of professionals
- extent to which students receive feedback from experts in the field
- potential interaction with and impact on a global audience
- students' selection of tools or media that most effectively communicate the intention of the product
- students' level of ethical and legal practice as they remix products
- level of ethics and safety exhibited in students' online behavior

Assessment practices of 21st century student learning may need flexibility and responsiveness to situations such as:

- students' greater proficiency with tools or formats than the teacher, which may generate outcomes not anticipated in an assessment rubric (if used)
- technology glitches beyond students' control that negatively impact the quality of the final products

- scope of collaboration, in the classroom and globally, leading to a greater need for processes that assess progress and achievement of individuals and groups
- support and celebration of the increasing diversity in students' talents, imagination, perspectives, cultures, and lived experiences
- recognition that the processes of learning and doing are as important as the quality of the final product
- students' self-evaluation and reflection on process and product integrated into the learning process and contributing to students' continued growth
- ability of students, parents, and teachers to examine growth over time in authentic ways

ELA Common Core State Standards and NJ Core Curriculum Content Standards for Technology

Grades 6-12: The standards, guiding questions, and objectives represent the English Language Arts content privileged in middle and high school. How this content is taught is determined by teachers and represented in their plans. The plans are communal in so much as they are shared online through Google Docs. The English Language Arts Common Core State Standards 6-12 are incorporated throughout this document. In addition, the New Jersey Core Curriculum Content Standards for Technology are also incorporated throughout this curriculum plan.

ELA Common Core State Standards 6-12

Grade 6	Grade 7	Grade 8	Grades 9 and 10	Grades 11 and 12
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL.11-12.2. 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.
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.11-12.3. 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).
RL.6.4. Determine the meaning of words and	RL.7.4. Determine the meaning of words and	RL.8.4. Determine the meaning of words and	RL.9-10.4. Determine the meaning of words and	RL.11-12.4. Determine the meaning of words and phrases

phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	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).	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.)
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.7.5.. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
RL.6.7. Compare and contrast the experience	RL.7.7. Compare and contrast a written story,	RL.8.7. Analyze the extent to which a filmed	RL.9-10.7. Analyze the representation of a subject or a key scene in two	RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded

of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	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).	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.)
RL.6.8. (Not applicable to literature)	RL.7.8. (Not applicable to literature)	RL.8.8. (Not applicable to literature)	RL.9-10.8. (Not applicable to literature)	RL.11-12.8. (Not applicable to literature)
RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL.9-10.9. 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).	RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band	RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with	RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity	RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with	RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the

proficiently, with scaffolding as needed at the high end of the range.	scaffolding as needed at the high end of the range.	band independently and proficiently.	scaffolding as needed at the high end of the range.	high end of the range.
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Common Core Standards: Multiple Year Look: Reading Informational Text

Grade 6	Grade 7	Grade 8	Grades 9 and 10	Grades 11 and 12
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples	RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or	RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

or anecdotes).	events).		between them.	
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
RI.6.7. Integrate information presented in different media or	RI.7.7. Compare and contrast a text to an audio, video, or	RI.8.7. Evaluate the advantages and disadvantages of using	RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a	RI.11-12.7. Integrate and evaluate multiple sources of information presented in

formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	person's life story in both print and multimedia), determining which details are emphasized in each account.	different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RI.6.10. By the end of the year, read and	RI.7.10. By the end of the year, read and	RI.8.10. By the end of the year, read and comprehend	RI.9-10.10. By the end of grade 9, read and	RI.11-12.10. By the end of grade 11, read and comprehend

comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Common Core Standards: Multiple Year Look: Writing

Grade 6	Grade 7	Grade 8	Grades 9 and 10	Grades 11 and 12
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding</p>	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among</p>	<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to create cohesion</p>	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of</p>	<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the</p>

<p>statement or section that follows from the argument presented.</p>	<p>claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>both in a manner that anticipates the audience's knowledge level and concerns. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>W.6.2. Write informative/explanatory texts to examine a topic</p>	<p>W.7.2. Write informative/explanatory texts to examine a topic</p>	<p>W.8.2. Write informative/explanatory texts to examine a topic</p>	<p>W.9-10.2. Write informative/explanatory texts to examine and</p>	<p>W.11-12.2. Write informative/explanatory texts to examine and</p>

<p>and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p>	<p>and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding</p>	<p>and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that</p>	<p>convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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>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.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among</p>	<p>convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> <p>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.</p> <p>Use appropriate and varied transitions and syntax to link the major sections of</p>
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<p>Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>statement or section that follows from and supports the information or explanation presented.</p>	<p>follows from and supports the information or explanation presented.</p>	<p>complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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>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).</p>	<p>the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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>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).</p>
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-</p>	<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event</p>	<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured</p>	<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured</p>

<p>structured event sequences.</p> <p>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	<p>sequences.</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>event sequences.</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects</p>	<p>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.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects</p>	<p>event sequences.</p> <p>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.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>Use precise words and phrases, telling details, and sensory language to convey</p>
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		on the narrated experiences or events.	on what is experienced, observed, or resolved over the course of the narrative.	a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.6.6. Use technology, including the Internet, to	W.7.6. Use technology, including the Internet, to	W.8.6. Use technology, including the Internet, to	W.9-10.6. Use technology, including the Internet, to produce, publish, and	W.11-12.6. Use technology, including the Internet, to produce,

produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a	W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding

			standard format for citation.	plagiarism and overreliance on any one source and following a standard format for citation.
<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9–10 Reading standards</i> 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>Apply <i>grades 9–10 Reading standards</i> 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”).</p>	<p>.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 11–12 Reading standards</i> 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”).</p> <p>Apply <i>grades 11–12 Reading standards</i> 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</p>

				majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).
W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>W.7.10. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Common Core Standards: Multiple Year Look: Speaking and Listening

Grade 6	Grade 7	Grade 8	Grades 9 and 10	Grades 11 and 12
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>Pose and respond to specific questions with elaboration and detail by</p>	<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that elicit</p>	<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of</p>	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on</p>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>Propel conversations by posing</p>

<p>making comments that contribute to the topic, text, or issue under discussion.</p> <p>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it</p>	<p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)</p>	<p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the</p>	<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally)</p>	<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and</p>

contributes to a topic, text, or issue under study.	and explain how the ideas clarify a topic, text, or issue under study.	motives (e.g., social, commercial, political) behind its presentation.	evaluating the credibility and accuracy of each source.	solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.6.5.. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and	SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and	SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to

		add interest.	evidence and to add interest.	add interest.
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Common Core Standards: Multiple Year Look: Language

Grade 6	Grade 7	Grade 8	Grades 9 and 10	Grades 11 and 12
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>Use intensive pronouns (e.g., myself, ourselves).</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>Recognize variations from standard English in their own and others' writing and speaking, and</p>	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Place phrases and clauses within a sentence, recognizing and</p>	<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>Form and use verbs in the active and passive voice.</p> <p>Form and use verbs in the indicative, imperative,</p>	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use parallel structure.*</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as</p>

<p>identify and use strategies to improve expression in conventional language.*</p>	<p>correcting misplaced and dangling modifiers.*</p>	<p>interrogative, conditional, and subjunctive mood.</p> <p>Recognize and correct inappropriate shifts in verb voice and mood.*</p>		<p>needed.</p>
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>Spell correctly.</p>	<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>Spell correctly.</p>	<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>Use an ellipsis to indicate an omission.</p> <p>Spell correctly.</p>	<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Use a colon to introduce a list or quotation.</p> <p>Spell correctly.</p>	<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Observe hyphenation conventions.</p> <p>Spell correctly.</p>
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p>	<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose language that expresses ideas precisely</p>	<p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and</p>	<p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading</p>	<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading</p>

<p>Maintain consistency in style and tone.*</p>	<p>and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>or listening.</p> <p>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>or listening.</p> <p>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify</p>	<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots</p>	<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>,</p>	<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>,</p>

<p>its precise meaning or its part of speech.</p> <p>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).</p>	<p>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 or its part of speech.</p> <p>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).</p>	<p>as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>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 or its part of speech.</p> <p>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).</p>	<p><i>analysis, analytical; advocate, advocacy</i>).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>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).</p>	<p><i>conception, conceivable</i>).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>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).</p>
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., personification) in context.</p> <p>Use the relationship between particular words (e.g.,</p>	<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in</p>	<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g. verbal</p>	<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and</p>	<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze</p>

<p>cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>context.</p> <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>irony, puns) in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>analyze their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p>	<p>their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p>
<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

New Jersey Core Curriculum Content Standards for Technology

Content Area	Technology		
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
Strand	A. Technology Operations and Concepts		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications .	8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
		8.1.8.A.2	Plan and create a simple database, define fields, input data, and produce a report using sort and query.
		8.1.8.A.3	Create a multimedia presentation including sound and images.
		8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information.
		8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
12	The use of technology and digital tools requires knowledge and appropriate	8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the

	use of operations and related applications .		results.
		8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
		8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
		8.1.12.A.4	Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

Content Area	Technology		
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
Strand	B. Creativity and Innovation		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).
12	The use of digital tools and media-rich resources enhances creativity and the	8.1.12.B.1	Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

	construction of knowledge.		
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Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		C. Communication and Collaboration	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.8.C.1	Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
12	Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		D. Digital Citizenship	
By the	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

end of grade			
8	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
		8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines.
		8.1.8.D.3	Demonstrate how information on a controversial issue may be biased.
12	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
		8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
		8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
		8.1.12.D.4	Explain the impact of cyber crimes on society.

Content Area	Technology		
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
Strand	E. Research and Information Literacy		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	Effective use of digital tools	8.1.8.E.1	Gather and analyze findings using data collection

	assists in gathering and managing information.		technology to produce a possible solution for a content-related or real-world problem.
12	Effective use of digital tools assists in gathering and managing information.	8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
		8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		F. Critical Thinking, Problem Solving, and Decision-Making	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	Information accessed through the use of digital tools assists in generating solutions and making decisions.	8.1.8.F.1	Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
12	Information accessed through the use of digital tools assists in generating solutions and making decisions.	8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
		8.1.12.F.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career,

			personal, and social needs.
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Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		A. Nature of Technology: Creativity and Innovation	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	Technology products and systems impact every aspect of the world in which we live.	8.2.8.A.1	Explain the impact of globalization on the development of a technological system over time.
12	Technology products and systems impact every aspect of the world in which we live.	8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		B. Design: Critical Thinking, Problem Solving, and Decision-Making	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

8	The design process is a systematic approach to solving problems.	8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
		8.2.8.B.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
		8.2.8.B.3	Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
12	The design process is a systematic approach to solving problems.	8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.
		8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.
		8.2.12.B.3	Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.

Content Area	Technology
Standard	8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the

	environment.		
Strand	C. Technological Citizenship, Ethics, and Society		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.8.C.1	Explain the need for patents and the process of registering one.
		8.2.8.C.2	Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.
12	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a web-based publication that elicits further comment and analysis.
		8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
		8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.

Content Area	Technology
Standard	8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the

	environment.		
Strand	D. Research and Information Fluency		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.8.D.1	Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts communities in the United States and/or other countries.
12	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.12.D.1	Reverse-engineer a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.

Content Area	Technology		
Standard	8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand	E. Communication and Collaboration		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	Digital tools facilitate local and global communication and collaboration in designing	8.2.8.E.1	Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log

	products and systems.		with annotated sketches to record the development cycle.
12	Digital tools facilitate local and global communication and collaboration in designing products and systems.	8.2.12.E.1	Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process.

Content Area	Technology		
Standard	8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand	F. Resources for a Technological World		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.8.F.1	Explain the impact of resource selection and processing in the development of a common technological product or system.
		8.2.8.F.2	Explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment (e.g., by using recycled metals, alternate energy sources) and the economy.
12	Technological products and systems are created through	8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation

	the application and appropriate use of technological resources.		of a technological product or system.
		8.2.12.F.2	Explain how material science impacts the quality of products.
		8.2.12.F.3	Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		G. The Designed World	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
8	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.8.G.1	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
		8.2.8.G.2	Explain the interdependence of a subsystem that operates as part of a system.
12	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.12.G.1	Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.

BASIC TECHNOLOGY TERMS

Basic technology terms for preschool: Examples digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer.

CONTROVERSIAL ISSUE

Controversial issue: For example, global warming, scarcity of water, alternative energy sources, election campaigns.

CURRENT AND EMERGING TECHNOLOGY RESOURCES

Current and emerging technology resources: For example, cell phones, GPS, online communities using wikis, blogs, vlogs, and/or Nings.

DATA COLLECTION TECHNOLOGY

Data-collection technology: For example, probes, handheld devices, and geographic mapping systems.

DEVELOPMENTALLY APPROPRIATE

Developmentally appropriate: Students' developmental levels prescribe the learning environment and activities that are used.

DIGITAL LEARNING GAME

Digital learning game: For example, Alice, Lively.

DIGITAL TOOLS1

Digital tools for grade 2: For example, computers, digital cameras, software..

DIGITAL TOOLS2

Digital tools for grades 4, 8, and 12: For example, computers, digital cameras, probing devices, software, cell phones, GPS, online communities, VOIP, and virtual conferences.

ELECTRONIC AUTHORIZING TOOL

Electronic authoring tools: Software that facilitates online book development (e.g., multimedia electronic book).

MAPPING TOOLS

Mapping tools: For example, Google earth, Yahoo maps, and Google maps.

MEDIA-RICH RESOURCES

Media-rich: Multiple forms of digital applications in one product (e.g., graphic design, word processing, and spreadsheet).

MULTIMEDIA PRESENTATION

Multimedia presentation: For example, movie, podcast, vlog.

ONLINE DISCUSSIONS

Online discussion: UNICEF, Oracle, i-Earn, blogs, wikis.

ONLINE LEARNING COMMUNITY

Online learning community: For example, i-Earn, Ning, blogs, wikis, Second Life.

OPERATIONS AND RELATED APPLICATIONS

Operations and related applications: For example, saving a word processing file to a network drive, printing a spreadsheet.

REVERSE-ENGINEER

Reverse engineer: To isolate the components of a completed system.

SHARED HOSTED SERVICE

Shared hosted services: For example, podcasts, videos, or vlogs.

TECHNOLOGIES

Technologies: Medical, agricultural, and related biotechnologies, energy and power technologies, information and communications technologies, transportation technologies, manufacturing technologies, and construction technologies.

VIRTUAL ENVIRONMENTS

Virtual environments: For example, games, simulations, websites, blogs.

WEB-BASED PUBLICATION

Web-based publication: For example, web pages, wikis, blogs, ezines.

Text Types

Throughout this document the term, *text*, is used. Text refers to written visual, aural, and multimodal expressions. It is expected that students will have experiences with these types of text as both producer and consumer. Further, it is expected that a balance of text types will be privileged, that include a range of text types.

Grades 6-8: The standards, guiding questions, and objectives represent the English Language Arts content privileged in middle school. How this content is taught is determined by teachers and represented in their plans. The plans are communal in so much as they are shared online through Google Docs.

Proposed Standards	Guiding Questions	Objectives
1. Students compose as readers, writers, and viewers a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for	Composing meaning is an essential cognitive and social task that requires active participation by all students. <ul style="list-style-type: none">• <i>Do students compose written, spoke, visual, and multimedia texts regularly?</i>• <i>Do students have choice in what texts they consume and produce?</i>• <i>What understandings of cultures do students compose via the work they consume and produce?</i>• <i>Do students use tools to create new thinking or to communicate original perspectives?</i>	<ol style="list-style-type: none">1. Students read silently in order to increase speed, accuracy, and reading fluency.2. Students select and read poetry, prose, and drama orally with clarity and comprehension, using appropriate intonation, emphasis, phrasing, and expression.3. Students read extensively for study and recreation (e.g., reading blogs, wikis, on-line texts, books or book equivalents from literature, magazines and newspapers, textbooks, multimedia texts, and on-line materials; reading several works by one author/one subject/one genre/multigenre and following a particular blog for a sustained period of

<p>personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works that are found on and off-line. Text is understood as written, spoken, visual, and multimodal students must be critical consumers and composers of multi-media texts.</p>	<ul style="list-style-type: none"> • <i>Do students communicate information and ideas in a variety of forms?</i> • <i>Do students communicate information and ideas to different audiences?</i> • <i>Do students articulate thoughts and ideas so that others can understand and act on them?</i> • <i>Do students analyze and evaluate the multimedia sources that they use?</i> • <i>Do students evaluate multimedia sources for the effects of visuals, sounds, hyperlinks, and other features on the text's meaning or emotional impact?</i> • <i>Do students evaluate their own multimedia works?</i> 	<p>time, writing on-line and off-line fictional and nonfictional texts, composing multimodal texts).</p> <ol style="list-style-type: none"> 4. Students are critical consumers and producers of multimodal texts often producing text with the intention for others to take action. 5. Students seek responses to work in draft form from classroom peers and peers with whom they connect through google docs and/or social media. 6. Students publish/exhibit texts and seek responses to their published work through peer response and through social media tools. 7. Students self-evaluate their written and multimodal works and reflect on their development as readers and writers. 8. Students produce on-line e-portfolios that afford them the occasion to receive response from viewers and reflect on their development as readers, writers, and viewers
<p>2. Students study a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p>	<p>Textual representation matters.</p> <ul style="list-style-type: none"> • <i>Do students co-select works to be studied as a class, small group, and for individual consumption?</i> • <i>Are there a range of text types and cultures represented in shared texts?</i> • <i>Is there ease in adding, revising, and deleting textual works?</i> • <i>Do students demonstrate an understanding of philosophical,</i> 	<p>1. Students co-select 50% of the works to be studied in the class, small groups, and for individual consumption. These choices are managed by teachers and represent a range of text types, text media, and cultures and are suitable to the age of the students. Note: Teachers determine the remaining 50% of the texts to be studied and these texts represent a range of text types, textual media, and cultures. Within these texts at least four are core texts that all students read/view at a</p>

	<p><i>historical, ethical, aesthetic, gendered, racial, economic, political, and autobiographical understanding of human experience?</i></p>	<p>particular grade level.</p> <ol style="list-style-type: none">2. Students recognize that literature (fiction and nonfiction) and use of language reflect the attitudes and customs of the author and his or her culture.3. Students compare and contrast genres and multigenres, symbols, images, and archetypes found in the literature of different cultures and time periods and read texts that are mirror and window texts.4. Students demonstrate an understanding of textual analysis by applying the following lenses to studied texts: historical, aesthetic, gendered, racial, and autobiographical.5. Students analyze literary texts (print and non-print) in terms of themes (e.g., human interaction, personal identity, growth to adulthood, conflict and struggle, social and economic change); and analyze the relationships among elements of literature, including plot, setting, characterization, point of view, theme, tone, and mood (e.g., how character or setting affects problem and resolution, how setting affects mood, tone, and meaning).6. Students recognize poetic devices (e.g., rhyme, rhythm, line length, sentence structure, alliteration, assonance, onomatopoeia) and use this knowledge when discussing, analyzing, and composing poetry.7. Students cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.8. Students compare and contrast the structure of
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		<p>two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>9. Students analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>10. Students analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>11. Students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>12. Students determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints, especially in expository and persuasive texts.</p>
<p>3. Students apply strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other composers, their</p>	<p>Making meaning requires monitoring and adjusting while consuming texts.</p> <ul style="list-style-type: none"> • <i>Do students know and use a range of comprehension, interpretation, and evaluation strategies when consuming texts?</i> • <i>Do students understand and make appropriate use of written and visual</i> 	<ol style="list-style-type: none"> 1. Students preview the opening pages of a text (e.g., title page, table of contents) and textual features (e.g., format, subheadings, bullets, charts, diagrams, illustrations). 2. Students use comprehension strategies such as drawing on prior knowledge, discussing, generating questions, visualizing, summarizing, determining

<p>knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sentence structure, context, graphics), and visual grammar.</p>	<p><i>grammars?</i></p> <ul style="list-style-type: none"> • <i>Do students know how to apply a variety of analysis when consuming text?</i> 	<p>importance, and making and monitoring predictions.</p> <p>3. Students identify a purpose for reading and apply reading strategies that are appropriate to the purpose and difficulty of the text (e.g., reading carefully, reading idea by idea, skimming, scanning, clarifying, predicting).</p> <p>4. Students use visual, performing, aural, and written arts to enhance comprehension (e.g., reader's theatre, tableaux, 'art conversations', drawing, gaming, simulations, storytelling, dramatic reenactments, GarageBand/music, discussion, journal writing, annotation, found poems, wordle, etc.).</p> <p>5. Students determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>6. Students use visual grammar in order to guide visual and multimodal text interpretation. Visual grammar includes: scale, dimension, motion, boldness, arrangement, framing, depth, color, light, shadow, flow of movement, juxtaposition of images, perspective, line, shape, direction, tone,</p>
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		<p>balance, harmony, contrast, emphasis, manipulation, rhythm, parody, cropping, layering, location, seriation, space, manipulation illumination, foreground, and background.</p>
<p>4. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>	<p>Making meaning requires monitoring and adjusting while producing and distributing texts.</p> <ul style="list-style-type: none"> • <i>Do students know and use a range of composition strategies when producing texts?</i> • <i>Do students understand and make appropriate use of written and visual grammars in the production of texts?</i> • <i>Do students demonstrate media techniques in the production and distribution of media works?</i> 	<p><u>Composition Text Types & Strategies</u></p> <ol style="list-style-type: none"> 1. Students use idea-generating digital tools (bubbl.us, exploratree, mindmeister, text2mindmap) and strategies (e.g., reading, talking, visualizing, tweeting, drawing, acting, conferring, brainstorming, webbing, mapping, clustering, painting, sculpting, photographing, using social media tools, etc.), use collaboration tools (Google Docs, TitanPad), make notes (Evernote), and organizational strategies (e.g., making lists, outlining, developing cause/effect relationships, using comparison/contrast; defining problem/solution) when composing. 2. Students develop criteria for topic selection and select topics with a scope that is appropriate to the writing purpose by considering context, audience, and purpose. 3. Students develop a clear and consistent focus by choosing a form appropriate to audience and purpose and by using a pattern of organization

		<p>(e.g., comparison and contrast, categorization, spatial arrangement, order of importance, collage, bricolage).</p> <p>4. Students compose narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</p> <ul style="list-style-type: none">○ Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.○ Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.○ Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.○ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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		<ul style="list-style-type: none">○ Provide a conclusion that follows from and may reflect on the narrated experiences or events. <p>5. Students compose informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">○ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.○ Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.○ Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.○ Use precise language and domain-specific vocabulary to inform about or explain the topic.○ Establish and maintain a formal style.○ Provide a concluding statement or
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		<p>section that follows from and supports the information or explanation presented.</p> <p>6. Students compose arguments to support claims with clear reasons and relevant evidence:</p> <ul style="list-style-type: none">○ Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.○ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.○ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.○ Establish and maintain a formal style.○ Provide a concluding statement or section that follows from and supports the argument presented. <p>7. Students proofread and revise written text for topic development (details, examples, reasons, facts), clarity of language/images, conciseness, level of specificity, and appropriate use of formal and informal language (see Language</p>
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		<p>use chart from Common Core for specifics).</p> <ol style="list-style-type: none">8. Students revise and rearrange words, sentences, paragraphs, images, music, video to improve the logical progression of ideas, cohesiveness, and transitions in the text.9. Students collaborate to evaluate and revise their text or oral presentation --or to evaluate and revise the work of others--using specific criteria (e.g., content, word choice, conventions, clarity, cohesion) and incorporate suggestions from others in their work. <p><u>Written and Visual Grammars</u></p> <ol style="list-style-type: none">10. Students use Standard English (or native language) conventions in appropriate writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling.11. Students understand and use grade appropriate language use skills as outlined in the Common Core and contained in this document.12. Students use visual grammar when composing texts (see Standard 3.6).13. Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase
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		<p>important to comprehension or expression.</p> <p>14. Students determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 6-8 reading and content, choosing flexibly from a range of strategies, that include:.</p> <ul style="list-style-type: none">● Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).● 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 or its part of speech.● 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). <p><u>Media Techniques</u></p> <p>15. Students access, interpret, analyze, and evaluate</p>
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		<p>media.</p> <p>16. Students demonstrate understanding of media stereotyping and other socially significant portrayals and understand how people use media to persuade and manipulate and evaluate persuasive techniques used in media such as: bandwagon, emotional appeal, snob appeal, plain folks, and testimonial.</p> <p>17. Students analyze media through analysis of advertisements found in print, image, video, film, website, and/or music. A resource to guide this can be found here.</p> <p>18. Students identify the characteristics of media presentations and their roles as sources of information, entertainment, education, and interpretation.</p> <p>19. Students produce media through pre-production (storyboard templates), production, and post-production techniques.</p> <p>20. Students collaboratively develop and use rubrics to evaluate media and non-print presentations.</p>
<p>5. Students conduct research on issues and interests by generating ideas and questions, and</p>	<p>Conducting research requires students to be savvy consumers and producers of text, leveraging 21st century technologies while being mindful of their purpose,</p>	<p>1. Students use keywords, volume, index and cross-references to find information in print and online resources.</p>

<p>by posing problems. They gather, evaluate, and synthesize data from a variety of technological sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks, video, social media); they create and communicate knowledge, and communicate their discoveries in ways that suit their purpose and audience. They attend to the ethical responsibilities required by complex environments.</p>	<p>audience, and methods of communication.</p> <ul style="list-style-type: none"> • <i>Do students know and use a range of searching protocols when consuming and producing texts?</i> • <i>Do students find relevant and reliable sources that meet their needs?</i> • <i>Do students “pull” audiences to their work?</i> • <i>Do students exhibit work in public?</i> • <i>Do students apply data analysis strategies when critiquing sources and generating evidence?</i> <p>students in the 21st century must understand and adhere to legal and ethical practices as they use resources and create information.</p> <ul style="list-style-type: none"> • <i>Do students share information in ways that consider all sources?</i> • <i>Do students practice the safe and legal use of technology?</i> • <i>Do students create products that are both informative and ethical?</i> 	<ol style="list-style-type: none"> 2. Students expand word processing skills to include deleting, copying and moving files, embedding hyperlinks. 3. Students compare information from different sources for opposing viewpoints and accuracy. 4. Students recognize the need for adequate data before drawing conclusions and that there may be various interpretations of data. 5. Students apply analysis strategies when interpreting data and make use of digital tools to analyze data. These strategies include: recognize patterns, separate the whole into logical parts, probe for consistency and inconsistency, probe ambiguous statements, make logical connections between a hypothesis and supporting data, sustain a consistent approach in analyzing and solving multi-step problems, diagram a problem and develop associated solutions, and formulate a logical plan based on proposed solutions. 6. Students record bibliographic sources of information using author, title, publisher, date, http, date of download and share source materials using social bookmarking app, such as Diigo. 7. Students understands and comply with
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		<p>copyright requirements and make use of Creative Commons when developing multimedial works that incorporate text they did not create.</p> <p>8. Students observe netiquette conventions when communicating electronically.</p> <p>9. Students use their data analysis to create texts such as Mashups and share these works with their peers and the community beyond the school.</p> <p>10. Students create ways to “pull” an audience to read, interact with, and/or co-create their research.</p>
<p>6. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</p>	<p>Students whose first language is not English are more likely to achieve academic success in English in settings where their primary language is nurtured.</p> <ul style="list-style-type: none"> • <i>Do students whose first language is not English have regular social interaction for language learning through conversations with others?</i> • <i>Do students whose first language is not English have consistent access to technology that can assist them in language learning and translation?</i> 	<p>1. Bilingual and multilingual students have consistent and sustained opportunities for regular social interaction with other native speakers and English-speaking peers through classroom placement, as well as the use of social media (skype).</p> <p>2. All who are learning English have access to an Internet-ready device (such as iPad, iPod touch, laptop, or netbook) 24/7 in order to support and facilitate language learning and translation.</p>

<p>7. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, gaming, persuasion, and the exchange of information).</p>	<p>Empowerment requires choice and self-advocacy.</p> <ul style="list-style-type: none"> • <i>Do students have consistent opportunities to define their learning and to determine passion projects?</i> • <i>Do students know and apply methods that allow them to generate, elaborate, revise, edit, and communicate self-determined work?</i> 	<ol style="list-style-type: none"> 1. Students self-determine at least 50% of the time the topics and projects they will compose that deepen their knowledge, skills and dispositions. 2. Students showcase a completed project in an annual public exhibition of works and also exhibit completed works throughout the school year on-line.
<p>8. Students have experience with and develop skills with technological tools used in the classroom and the world around them and through this they learn about technology and learn through technology.</p>	<p>Students in the 21st century should have experience with and develop skills around technological tools used in the classroom and the world around them. Through this they will learn about technology and learn through technology. In addition, they must be able to select the most appropriate tools to address particular needs.</p> <ul style="list-style-type: none"> • <i>Do students use technology as a tool for communication, research, and creation of new works?</i> • <i>Do students evaluate and use digital tools and resources that match the work they are doing?</i> • <i>Do students find relevant and reliable sources that meet their needs?</i> • <i>Do students take risks and try new</i> 	<ol style="list-style-type: none"> 1. Students use a range of technology to access information: telephone, computer, hand-held Internet device (iPod touch, iPad), scanner, and digital camera. 2. Students use a range of technological devices and digital tools in order to collaborate, research, and to produce, share, respond to and exhibit meaningful and beautiful works. 3. Students work in risk-free environments where they experience multiple opportunities to revise work, to access meaningful response before, during and after completing a project from peers, teachers, and community. Further they have the opportunity to revise, abandon, and determine/re-determine the scope of projects with teacher assistance. 4. Students solve problems independently and collaboratively as they arise in their work. As such

	<p><i>things with tools available to them?</i></p> <ul style="list-style-type: none"> • <i>Do students, independently and collaboratively, solve problems as they arise in their work?</i> • <i>Do students use a variety of tools correctly and efficiently?</i> 	<p>revision of projects and work occurs.</p> <p>5. Students use a range of digital and non-digital tools when producing and consuming texts.</p>
<p>9. Students build relationships with others to pose and solve problems collaboratively and cross-culturally in both face-to-face and virtual environments.</p>	<p>Students in the 21st century need interpersonal skills in order to work collaboratively in both face-to-face and virtual environments to use and develop problem-solving skills. When learning experiences are grounded in well-informed teaching practices, the use of technology allows a wider range of voices to be heard, exposing students to opinions and norms outside of their own.</p> <ul style="list-style-type: none"> • <i>Do students work in a group in ways that allow them to create new knowledge or to solve problems that can't be created or solved individually?</i> • <i>Do students work in groups to create new resources that can't be created or solved by individuals?</i> • <i>Do students work in groups of members with diverse perspectives and areas of expertise?</i> • <i>Do students build on one another's</i> 	<ol style="list-style-type: none"> 1. Students and teachers build learning communities, bringing people together (within and beyond the classroom and school) to solve real problems. 2. Students make use of creative learning spaces in and beyond the school in order to compose collaborative works. 3. Students collaborate in the production and consumption of texts through face-to-face experiences, virtual experiences, gaming, and through social media. 4. Students demonstrate group participation skills (e.g., taking the role of leader or participant, listening actively, solving problems, supporting and defending ideas, building upon the ideas of others, respecting the viewpoints of all speakers). 5. Students develop empathy and appreciation of "other" by reading/viewing culturally relevant texts, participating in collaborative experiences that place students in the company of diverse people (economic, gender, racial, ethnic, age,

	<p><i>thinking to gain new understanding?</i></p> <ul style="list-style-type: none"> • <i>Do students learn to share disagreements and new ways of thinking in ways that positively impact the work?</i> • <i>Do students gain new understandings by being part of a group or team?</i> 	<p>location) and reflecting on those experiences.</p> <ol style="list-style-type: none"> 6. Students build on one another's thinking through conversation (real and virtual), collaborative authorship, and collaborative performance. 7. Students interview others (face-to-face and/or on-line), formally or informally, to gather information. 8. Students demonstrate active listening skills in one-to-one, small group, and whole class formats through active listening stance, paraphrasing a speaker's message/idea(s), and questioning a speaker
<p>10. Students design and share information for global communities that have a variety of purposes and are able to select, organize, and design information to be shared, understood, and distributed beyond their classrooms.</p>	<p>Students in the 21st century must be aware of the global nature of our world and be able to select, organize, and design information to be shared, understood, and distributed beyond their classrooms.</p> <ul style="list-style-type: none"> • <i>Do students use inquiry to ask questions and solve problems?</i> • <i>Do students critically analyze a variety of information from a variety of sources?</i> • <i>Do students take responsibility for communicating their ideas in a variety of ways?</i> • <i>Do students choose tools to share</i> 	<p>These are embedded in the other standards and objectives.</p>

	<p><i>information that match their need and audience?</i></p> <ul style="list-style-type: none"> • <i>Do students share and publish their work in a variety of ways?</i> • <i>Do students solve real problems and share results with real audiences?</i> • <i>Do students publish in ways that meet the needs of a particular, authentic audience?</i> 	
<p>11. Students manage, analyze, and synthesize multiple streams of simultaneously presented information in a variety of different formats, determine reliability, and create new knowledge from that information.</p>	<p>Students in the 21st century must be able to take information from multiple places and in a variety of different formats, determine its reliability, and create new knowledge from that information.</p> <ul style="list-style-type: none"> • <i>Do students create new ideas using knowledge gained?</i> • <i>Do students locate information from a variety of source?</i> • <i>Do students analyze the credibility of information and its appropriateness in meeting their needs?</i> • <i>Do students synthesize information from a variety of sources?</i> • <i>Do students manage new information to help them solve problems?</i> • <i>Do students use information to make decisions as informed citizens?</i> 	<p>These are embedded in the other standards and objectives.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Students use their data analysis to create texts such as Mashups and share these works with their peers and the community beyond the school. 2. Students create ways to “pull” an audience to read, interact with, and/or co-create their research.

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for effect.								
L.3.3a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.1								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								

L.5.2a. Use punctuation to separate items in a series. ²								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas,								

parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.3								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								

L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

Recommended Literature for Middle School

Core Texts Grade 6:

Literature Text:

Non-fiction Text:

Web-based Text:

Non-Print Text:

Grade 6: Recommended Texts for individual, small group, and whole class reading/viewing.

Core Texts Grade 7:

Literature Text:

Non-fiction Text:

Web-based Text:

Non-Print Text:

Grade 7: Recommended Texts for individual, small group, and whole class reading/viewing.

Core Texts Grade 8:

Literature Text:

Non-fiction Text:

Web-based Text:

Non-Print Text:

Grade 8: Recommended Texts for individual, small group, and whole class reading/viewing.

Grades 9-10: The standards, guiding questions, and objectives represent the English Language Arts content privileged in grades 9 and 10. How this content is taught is determined by teachers and represented in their plans. The plans are communal in so much as they are shared online through Google Docs.

Proposed Standards	Guiding Questions	Objectives
<p>1. Students compose as readers, writers, and viewers a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works that are found on</p>	<p>Composing meaning is an essential cognitive and social task that requires active participation by all students.</p> <ul style="list-style-type: none"> • <i>Do students compose written, spoke, visual, and multimedia texts regularly?</i> • <i>Do students have choice in what texts they consume and produce?</i> • <i>What understandings of cultures do students compose via the work they consume and produce?</i> • <i>Do students use tools to create new thinking or to communicate original perspectives?</i> • <i>Do students communicate information and ideas in a variety of forms?</i> • <i>Do students communicate information and ideas to different audiences?</i> • <i>Do students articulate thoughts and</i> 	<ol style="list-style-type: none"> 1. Students select and orally read poetry, prose, and drama that is grade level quality with clarity and comprehension, using appropriate intonation, emphasis, phrasing, and expression and present these oral readings for other people’s consumption through podcasts and other means (VoiceThread). 2. Students read extensively for study and recreation (e.g., reading blogs, wikis, on-line texts, books or book equivalents from literature, magazines and newspapers, textbooks, multimedia texts, and on-line materials; reading several works by one author/one subject/one genre/multigenre and following a particular blog for a sustained period of time, writing on-line and off-line fictional and nonfictional texts,

<p>and off-line. Text is understood as written, spoken, visual, and multimodal students must be critical consumers and composers of multi-media texts.</p>	<p><i>ideas so that others can understand and act on them?</i></p> <ul style="list-style-type: none"> • <i>Do students analyze and evaluate the multimedia sources that they use?</i> • <i>Do students evaluate multimedia sources for the effects of visuals, sounds, hyperlinks, and other features on the text's meaning or emotional impact?</i> • <i>Do students evaluate their own multimedia works?</i> 	<p>composing multimodal texts).</p> <ol style="list-style-type: none"> 3. Students are critical consumers and producers of multimodal texts often producing text with the intention for others to take action. 4. Students seek responses to work in draft form from classroom peers and peers with whom they connect through google docs and/or social media. 5. Students publish/exhibit texts and seek responses to their published work though peer response and through social media tools. 6. Students self-evaluate their written and multimodal works and reflect on their development as readers and writers. 7. Students produce on-line e-portfolios that afford them the occasion to receive response from viewers and reflect on their development as readers, writers, and viewers
<p>2. Students study a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human</p>	<p>Textual representation matters.</p> <ul style="list-style-type: none"> • <i>Do students co-select works to be studied as a class, small group, and for individual consumption?</i> • <i>Are there a range of text types and cultures represented in shared texts?</i> • <i>Is there ease in adding, revising, and deleting textual works?</i> 	<ol style="list-style-type: none"> 1. Students co-select 50% of the works to be studied in the class, small groups, and for individual consumption. These choices are managed by teachers and represent a range of text types, text media, and cultures and are suitable to the age of the students. Note: Teachers determine the remaining 50% of the texts to be studied and these texts represent a

<p>experience.</p>	<ul style="list-style-type: none">• <i>Do students demonstrate an understanding of philosophical, historical, ethical, aesthetic, gendered, racial, economic, political, and autobiographical understanding of human experience?</i>	<p>range of text types, textual media, and cultures. Within these texts at least four are core texts that all students read/view at a particular grade level.</p> <ol style="list-style-type: none">2. Students recognize that literature (fiction and nonfiction) and use of language reflect the attitudes and customs of the author and his or her culture.3. Students compare and contrast genres and multigenres, symbols, images, and archetypes found in the literature of different cultures and time periods and read texts that are mirror and window texts.4. Students demonstrate an understanding of textual analysis by applying the following lenses to studied texts: philosophical, political, historical, aesthetic, gendered, and racial.5. Students analyze literary texts (print and non-print) in terms of themes (e.g., human interaction, personal identity, growth to adulthood, conflict and struggle, social and economic change); 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; and analyze the relationships among elements of literature, including a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide
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		<p>reading of world literature.</p> <ol style="list-style-type: none">6. Students analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.7. Students analyze how an author draws on and transforms source material in a specific work.8. Students cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.9. Students 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.10. Students 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.11. Students 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.12. Students analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
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		<p>13. Students 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.</p> <p>14. Students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>15. Students analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.</p>
<p>3. Students apply strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other composers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sentence structure, context, graphics), and visual grammar.</p>	<p>Making meaning requires monitoring and adjusting while consuming texts.</p> <ul style="list-style-type: none"> ● <i>Do students know and use a range of comprehension, interpretation, and evaluation strategies when consuming texts?</i> ● <i>Do students understand and make appropriate use of written and visual grammars?</i> ● <i>Do students know how to apply a variety of analysis when consuming text?</i> 	<p>1. Students use comprehension strategies such as drawing on prior knowledge, discussing, generating questions, visualizing, summarizing, determining importance, and making and monitoring predictions.</p> <p>2. Students identify a purpose for reading and apply reading strategies that are appropriate to the purpose and difficulty of the text (e.g., reading carefully, reading idea by idea, skimming, scanning, clarifying, predicting).</p> <p>3. Students use visual, performing, aural, and written arts to enhance comprehension (e.g., reader’s theatre, tableaux, ‘art conversations’, drawing, gaming, simulations, storytelling, dramatic reenactments, GarageBand/music,</p>

		<p>discussion, journal writing, annotation, found poems, wordle, etc.).</p> <ol style="list-style-type: none"> 4. Students determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Students use visual grammar in order to guide visual and multimodal text interpretation. Visual grammar includes: scale, dimension, motion, boldness, arrangement, framing, depth, color, light, shadow, flow of movement, juxtaposition of images, perspective, line, shape, direction, tone, balance, harmony, contrast, emphasis, manipulation, rhythm, parody, cropping, layering, location, seriation, space, manipulation illumination, foreground, and background.
<p>4. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create,</p>	<p>Making meaning requires monitoring and adjusting while producing and distributing texts. <i>Do students know and use a range of composition strategies when producing texts?</i> <i>Do students understand and make</i></p>	<p><u>Composition Text Types & Strategies</u></p> <ol style="list-style-type: none"> 1. Students use idea-generating digital tools (bubbl.us, exploratree, mindmeister, text2mindmap) and strategies (e.g., reading, talking, visualizing, tweeting, drawing, acting,

<p>critique, and discuss print and non-print texts.</p>	<p><i>appropriate use of written and visual grammars in the production of texts?</i> <i>Do students demonstrate media techniques in the production and distribution of media works?</i></p>	<p>conferring, brainstorming, webbing, mapping, clustering, painting, sculpting, photographing, using social media tools, etc.), use collaboration tools (Google Docs, TitanPad), make notes (Evernote), and organizational strategies (e.g., making lists, outlining, developing cause/effect relationships, using comparison/contrast; defining problem/solution) when composing.</p> <ol style="list-style-type: none"> 2. Students develop a clear and consistent focus by choosing a form appropriate to audience and purpose and by using a pattern of organization (e.g., comparison and contrast, categorization, spatial arrangement, order of importance, collage, bricolage). 3. Students compose narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: <ul style="list-style-type: none"> ○ 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. ○ Use narrative techniques, such as dialogue, pacing, description, reflection,
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		<p>and multiple plot lines, to develop experiences, events, and/or characters.</p> <ul style="list-style-type: none">○ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.○ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.○ Provide a conclusion that follows from and may reflect on what is experienced, observed, or resolved over the course of the narrative <p>4. Students compose 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> <ul style="list-style-type: none">○ 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.○ Develop the topic with well-chosen,
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		<p>relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <ul style="list-style-type: none">○ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.○ Use precise language and domain-specific vocabulary to manage the complexity of the topic.○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.○ 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). <p>5. Students compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none">○ Introduce precise claim(s), distinguish
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		<p>the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none">○ 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.○ 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.○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.○ Provide a concluding statement or section that follows from and supports the argument presented. <p>6. Students proofread and revise written text for topic development (details, examples, reasons,</p>
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		<p>facts), clarity of language/images, conciseness, level of specificity, and appropriate use of formal and informal language (see Language use chart from Common Core for specifics).</p> <ol style="list-style-type: none">7. Students revise and rearrange words, sentences, paragraphs, images, music, video to improve the logical progression of ideas, cohesiveness, and transitions in the text.8. Students collaborate to evaluate and revise their text or oral presentation --or to evaluate and revise the work of others--using specific criteria (e.g., content, word choice, conventions, clarity, cohesion) and]incorporate suggestions from others in their work. <p><u>Written and Visual Grammars</u></p> <ol style="list-style-type: none">9. Students use Standard English (or native language) conventions in appropriate writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling.10. Students understand and use grade appropriate language use skills as outlined in the Common Core and contained in this document.11. Students use visual grammar when composing texts (see Standard 3.6).12. Students acquire and use accurately grade-
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		<p>appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>13. Students determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies, that include:</p> <ul style="list-style-type: none">○ Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.○ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).○ 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 or its part of speech.○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
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context or in a dictionary).

Media Techniques

14. Students access, interpret, analyze, and evaluate media.
15. Students demonstrate understanding of media stereotyping and other socially significant portrayals and understand how people use media to persuade and manipulate and evaluate [persuasive techniques used in media](#) such as: bandwagon, emotional appeal, snob appeal, plain folks, and testimonial.
16. Students analyze media through analysis of advertisements found in print, image, video, film, website, and/or music. A resource to guide this can be found [here](#).
17. Students identify the characteristics of media presentations and their roles as sources of information, entertainment, education, and interpretation.
18. Students produce media through [pre-production \(storyboard templates\)](#), [production](#), and [post-production techniques](#).
19. Students collaboratively develop and use rubrics to evaluate media and non-print presentations.

<p>5. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of technological sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks, video, social media); they create and communicate knowledge, and communicate their discoveries in ways that suit their purpose and audience. They attend to the ethical responsibilities required by complex environments.</p>	<p>Conducting research requires students to be savvy consumers and producers of text, leveraging 21st century technologies while being mindful of their purpose, audience, and methods of communication.</p> <p><i>Do students know and use a range of searching protocols when consuming and producing texts?</i></p> <p><i>Do students find relevant and reliable sources that meet their needs?</i></p> <p><i>Do students “pull” audiences to their work?</i></p> <p><i>Do students exhibit work in public?</i></p> <p><i>Do students apply data analysis strategies when critiquing sources and generating evidence?</i></p> <p>students in the 21st century must understand and adhere to legal and ethical practices as they use resources and create information.</p> <p><i>Do students share information in ways that consider all sources?</i></p> <p><i>Do students practice the safe and legal use of technology?</i></p> <p><i>Do students create products that are both informative and ethical?</i></p>	<ol style="list-style-type: none"> 1. Students identify appropriate sources by skimming and scanning table of contents, index, headings, hypertext links. 2. Students determine the resources most appropriate for the topic. 3. Students regularly use the on-line library catalog and on-line databases. 4. Students know how to conduct Internet-based searches using the following: <ul style="list-style-type: none"> ● use boolean 'and' 'or' when searching online databases choose broader or narrower terms to refine online search results. ● use a given URL and bookmarks. 5. Students recognize the different purposes and coverage of: magazines, newspapers, blogs, wikis, pamphlets, film, reference books, tweets, and email. 6. Students recognize the need to locate a variety of resources representing a range of views and knows how to contact experts in the field through Skype and through social media. 7. Students are aware of Internet search engines as a source of information and are able to upload and download and decompress files from Internet sites.
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		<ol style="list-style-type: none">8. Students are aware of web page structure/navigation and apply associative thinking when reading web pages.9. Students make the browser work for them by making use of these functions: histories, favorites/bookmarks, following path names, multiple browser windows.10. Students identify and locate information from both primary and secondary sources.11. Students use keywords, volume, index and cross-references to find information in print and online resources.12. Students expand word processing skills to include deleting, copying and moving files, embedding hyperlinks, image, video, and audio.13. Students apply analysis strategies when interpreting data and make use of digital tools to analyze data. These strategies include: recognize patterns, separate the whole into logical parts, probe for consistency and inconsistency, probe ambiguous statements, make logical connections between a hypothesis and supporting data, sustain a consistent approach in analyzing and solving multi-step problems, diagram a problem and develop associated solutions, and formulate a logical
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		<p>plan based on proposed solutions.</p> <p>14. Students record bibliographic sources of information using author, title, publisher, date, http, date of download and share source materials using social bookmarking app, such as Diigo.</p> <p>15. Students understands and comply with copyright requirements and make use of Creative Commons when developing multimedial works that incorporate text they did not create.</p> <p>16. Students observe netiquette conventions when communicating electronically.</p> <p>17. Students use their data analysis to create texts such as Mashups and share these works with their peers and the community beyond the school.</p> <p>18. Students create ways to “pull” an audience to read, interact with, and/or co-create their research.</p>
<p>6. Students whose first language is not English make use of their first language to develop competency in the English</p>	<p>Students whose first language is not English are more likely to achieve academic success in English in settings where their primary language is nurtured.</p> <ul style="list-style-type: none"> • <i>Do students whose first language is</i> 	<p>1. Bilingual and multilingual students have consistent and sustained opportunities for regular social interaction with other native speakers and English-speaking peers through classroom placement, as well as the use of</p>

<p>language arts and to develop understanding of content across the curriculum.</p>	<p><i>not English have regular social interaction for language learning through conversations with others?</i></p> <ul style="list-style-type: none"> • <i>Do students whose first language is not English have consistent access to technology that can assist them in language learning and translation?</i> 	<p>social media and Internet-based tools (skype).</p> <ol style="list-style-type: none"> 2. All who are learning English have access to an Internet-ready device (such as iPad, iPod touch, laptop, or netbook) 24/7 in order to support and facilitate language learning and translation.
<p>7. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, gaming, persuasion, and the exchange of information).</p>	<p>Empowerment requires choice and self-advocacy.</p> <ul style="list-style-type: none"> • <i>Do students have consistent opportunities to define their learning and to determine passion projects?</i> • <i>Do students know and apply methods that allow them to generate, elaborate, revise, edit, and communicate self-determined work?</i> 	<ol style="list-style-type: none"> 1. Students self-determine at least 50% the topics and projects they will compose that deepen their knowledge, skills and dispositions. 2. Students showcase a completed project in an annual public exhibition of works and also exhibit completed works throughout the school year on-line.
<p>8. Students have experience with and develop skills with technological tools used in the classroom and the world around them and through this they learn about technology and learn through technology.</p>	<p>Students in the 21st century should have experience with and develop skills around technological tools used in the classroom and the world around them. Through this they will learn about technology and learn through technology. In addition, they must be able to select the most appropriate tools to address particular needs.</p> <ul style="list-style-type: none"> • <i>Do students use technology as a tool</i> 	<ol style="list-style-type: none"> 1. Students use a range of technology to access information: telephone, computer, hand-held Internet device (iPod touch, iPad), scanner, and digital camera. 2. Students choose and use a range of technological devices and digital tools in order to collaborate, research, and to produce, share, respond to and exhibit meaningful and beautiful works (http://storify.com/). 3. Students work in risk-free environments where

	<p><i>for communication, research, and creation of new works?</i></p> <ul style="list-style-type: none"> • <i>Do students evaluate and use digital tools and resources that match the work they are doing?</i> • <i>Do students find relevant and reliable sources that meet their needs?</i> • <i>Do students take risks and try new things with tools available to them?</i> • <i>Do students, independently and collaboratively, solve problems as they arise in their work?</i> • <i>Do students use a variety of tools correctly and efficiently?</i> 	<p>they experience multiple opportunities to revise work, to access meaningful response before, during and after completing a project from peers, teachers, and community. Further they have the opportunity to revise, abandon, and determine/re-determine the scope of projects with teacher assistance.</p> <ol style="list-style-type: none"> 4. Students solve problems independently and collaboratively as they arise in their work. As such revision of projects and work occurs. 5. Students use a range of digital and non-digital tools when producing and consuming texts.
<p>9. Students build relationships with others to pose and solve problems collaboratively and cross-culturally in both face-to-face and virtual environments.</p>	<p>Students in the 21st century need interpersonal skills in order to work collaboratively in both face-to-face and virtual environments to use and develop problem-solving skills. When learning experiences are grounded in well-informed teaching practices, the use of technology allows a wider range of voices to be heard, exposing students to opinions and norms outside of their own.</p> <ul style="list-style-type: none"> • <i>Do students work in a group in ways that allow them to create new knowledge or to solve problems that can't be created</i> 	<ol style="list-style-type: none"> 1. Students and teachers build learning communities, bringing people together (within and beyond the classroom and school) to solve real problems. 2. Students make use of creative learning spaces in and beyond the school in order to compose collaborative works. 3. Students collaborate in the production and consumption of texts through face-to-face experiences, virtual experiences, gaming, and through social media. 4. Students demonstrate group participation skills (e.g., taking the role of leader or participant, listening actively, solving problems, supporting

	<p><i>or solved individually?</i></p> <ul style="list-style-type: none"> • <i>Do students work in groups to create new resources that can't be created or solved by individuals?</i> • <i>Do students work in groups of members with diverse perspectives and areas of expertise?</i> • <i>Do students build on one another's thinking to gain new understanding?</i> • <i>Do students learn to share disagreements and new ways of thinking in ways that positively impact the work?</i> • <i>Do students gain new understandings by being part of a group or team?</i> 	<p>and defending ideas, building upon the ideas of others, respecting the viewpoints of all speakers).</p> <ol style="list-style-type: none"> 5. Students develop empathy and appreciation of "other" by reading/viewing culturally relevant texts, participating in collaborative experiences that place students in the company of diverse people (economic, gender, racial, ethnic, age, location) and reflecting on those experiences. 6. Students build on one another's thinking through conversation (real and virtual), collaborative authorship, and collaborative performance. 7. Students interview others (face-to-face and/or on-line), formally or informally, to gather information. 8. Students demonstrate active listening skills in one-to-one, small group, and whole class formats through active listening stance, paraphrasing a speaker's message/idea(s), and questioning a speaker.
<p>10. Students design and share information for global communities that have a variety of purposes and are able to select, organize, and design information to be shared, understood, and</p>	<p>Students in the 21st century must be aware of the global nature of our world and be able to select, organize, and design information to be shared, understood, and distributed beyond their classrooms.</p> <ul style="list-style-type: none"> • <i>Do students use inquiry to ask</i> 	<p>These are embedded in the other standards and objectives.</p>

<p>distributed beyond their classrooms.</p>	<p><i>questions and solve problems?</i></p> <ul style="list-style-type: none"> • <i>Do students critically analyze a variety of information from a variety of sources?</i> • <i>Do students take responsibility for communicating their ideas in a variety of ways?</i> • <i>Do students choose tools to share information that match their need and audience?</i> • <i>Do students share and publish their work in a variety of ways?</i> • <i>Do students solve real problems and share results with real audiences?</i> • <i>Do students publish in ways that meet the needs of a particular, authentic audience?</i> 	
<p>11. Students manage, analyze, and synthesize multiple streams of simultaneously presented information in a variety of different formats, determine reliability, and create new knowledge from that information.</p>	<p>Students in the 21st century must be able to take information from multiple places and in a variety of different formats, determine its reliability, and create new knowledge from that information.</p> <ul style="list-style-type: none"> • <i>Do students create new ideas using knowledge gained?</i> • <i>Do students locate information from a variety of source?</i> • <i>Do students analyze the credibility of</i> 	<p>These are embedded in the other standards and objectives.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Students use their data analysis to create texts such as Mashups and share these works with their peers and the community beyond the school. 2. Students create ways to “pull” an audience to read, interact with, and/or co-create their

	<p><i>information and its appropriateness in meeting their needs?</i></p> <ul style="list-style-type: none"> • <i>Do students synthesize information from a variety of sources?</i> • <i>Do students manage new information to help them solve problems?</i> • <i>Do students use information to make decisions as informed citizens?</i> 	<p>research.</p>
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Grade 9 Core Texts (one must be by Shakespeare)

Literature Text:

Non-fiction Text:

Web-based Text:

Non-Print Text:

Grade 10 Core Texts

Literature Text:

Non-fiction Text:

Web-based Text:

Non-Print Text:

Grades 9-10: The standards, guiding questions, and objectives represent the English Language Arts content privileged in grades 9 and 10. How this content is taught is determined by teachers and represented in their plans. The plans are communal in so much as they are shared online through Google Docs.

Proposed Standards	Guiding Questions	Objectives
<p>1. Students compose as readers, writers, and viewers a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works that are found on</p>	<p>Composing meaning is an essential cognitive and social task that requires active participation by all students.</p> <ul style="list-style-type: none"> • <i>Do students compose written, spoke, visual, and multimedia texts regularly?</i> • <i>Do students have choice in what texts they consume and produce?</i> • <i>What understandings of cultures do students compose via the work they consume and produce?</i> • <i>Do students use tools to create new thinking or to communicate original perspectives?</i> • <i>Do students communicate information and ideas in a variety of forms?</i> • <i>Do students communicate information and ideas to different audiences?</i> • <i>Do students articulate thoughts and</i> 	<ol style="list-style-type: none"> 1. Students select and read poetry, prose, and drama orally with clarity and comprehension, using appropriate intonation, emphasis, phrasing, and expression and present these oral readings for other people’s consumption and response through podcasts and through Internet sites such as VoiceThread. 2. Students read extensively for study and recreation (e.g., reading blogs, wikis, on-line texts, books or book equivalents from literature, magazines and newspapers, textbooks, multimedia texts, and on-line materials; reading several works by one author/one subject/one genre/multigenre and following a particular blog for a sustained period of time, writing on-line and off-line fictional and nonfictional texts,

<p>and off-line. Text is understood as written, spoken, visual, and multimodal students must be critical consumers and composers of multi-media texts.</p>	<p><i>ideas so that others can understand and act on them?</i></p> <ul style="list-style-type: none"> • <i>Do students analyze and evaluate the multimedia sources that they use?</i> • <i>Do students evaluate multimedia sources for the effects of visuals, sounds, hyperlinks, and other features on the text's meaning or emotional impact?</i> • <i>Do students evaluate their own multimedia works?</i> 	<p>composing multimodal texts).</p> <ol style="list-style-type: none"> 3. Students are critical consumers and producers of multimodal texts, producing these with the intention for others to take action. 4. Students seek responses to work in draft form from classroom peers and peers with whom they connect through google docs and/or social media. 5. Students publish/exhibit texts and seek responses to their published work though peer response, Internet-based sites, and through social media tools. 6. Students self-evaluate their written and multimodal works and reflect on their development as readers, writers, and viewers. 7. Students produce on-line e-portfolios that afford them the occasion to receive response from viewers and reflect on their development as readers, writers, and viewers.
<p>2. Students study a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical,</p>	<p>Textual representation matters.</p> <ul style="list-style-type: none"> • <i>Do students co-select works to be studied as a class, small group, and for individual consumption?</i> • <i>Are there a range of text types and cultures represented in shared texts?</i> • <i>Is there ease in adding, revising, and</i> 	<ol style="list-style-type: none"> 1. Students co-select 50% of the works to be studied in the class, small groups, and for individual consumption. These choices are managed by teachers and represent a range of text types, text media, and cultures and are suitable to the age of the students. Note: Teachers determine the remaining 50% of the

<p>aesthetic) of human experience.</p>	<p><i>deleting textual works?</i></p> <ul style="list-style-type: none">• <i>Do students demonstrate an understanding of philosophical, historical, ethical, aesthetic, gendered, racial, economic, political, and autobiographical understanding of human experience?</i>	<p>texts to be studied and these texts represent a range of text types, textual media, and cultures. Within these texts at least four are core texts that all students read/view at a particular grade level.</p> <ol style="list-style-type: none">2. Students recognize that literature (fiction and nonfiction) and use of language reflect the attitudes and customs of the author and his or her culture.3. Students compare and contrast genres and multigenres, symbols, images, and archetypes found in the literature of different cultures and time periods and read texts that are mirror and window texts.4. Students demonstrate an understanding of textual analysis by applying the following lenses to studied texts: philosophical, political, historical, aesthetic, economic, gendered, and racial.5. Students determine two or more themes of a narrative text and two or more central ideas of an expository, argumentative or persuasive text and analyze their development over the course of the texts, including how they interact and build on one another to produce a complex account; and provide an objective summary of the texts.6. Students 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
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		<p>is set, how the action is ordered, how the characters are introduced and developed); and they cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <ol style="list-style-type: none">7. Students 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.8. Students 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.9. Students 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.10. Students 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. Students 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
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		<p>opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>12. Students analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>
<p>3. Students apply strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other composers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sentence structure, context, graphics), and visual grammar.</p>	<p>Making meaning requires monitoring and adjusting while consuming texts.</p> <ul style="list-style-type: none"> • <i>Do students know and use a range of comprehension, interpretation, and evaluation strategies when consuming texts?</i> • <i>Do students understand and make appropriate use of written and visual grammars?</i> • <i>Do students know how to apply a variety of analysis when consuming text?</i> 	<ol style="list-style-type: none"> 1. Students identify a purpose for reading and apply reading strategies that are appropriate to the purpose and difficulty of the text (e.g., reading carefully, reading idea by idea, skimming, scanning, clarifying, predicting). 2. Students use visual, performing, aural, and written arts to enhance comprehension (e.g., reader’s theatre, tableaux, ‘art conversations’, drawing, gaming, simulations, storytelling, dramatic reenactments, GarageBand/music, discussion, journal writing, annotation, found poems, wordle, etc.). 3. Students determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze

		<p>the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>4. Students analyze how an author’s text structure decisions contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>5. Students use visual grammar in order to guide visual and multimodal text interpretation. Visual grammar includes: scale, dimension, motion, boldness, arrangement, framing, depth, color, light, shadow, flow of movement, juxtaposition of images, perspective, line, shape, direction, tone, balance, harmony, contrast, emphasis, manipulation, rhythm, parody, cropping, layering, location, seriation, space, manipulation illumination, foreground, and background.</p>
<p>4. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and</p>	<p>Making meaning requires monitoring and adjusting while producing and distributing texts.</p> <p><i>Do students know and use a range of composition strategies when producing texts?</i></p> <p><i>Do students understand and make appropriate use of written and visual</i></p>	<p><u>Composition Text Types & Strategies</u></p> <p>1. Students use idea-generating digital tools (bubbl.us, exploratree, mindmeister, text2mindmap) and strategies (e.g., reading, talking, visualizing, tweeting, drawing, acting, conferring, brainstorming, webbing, mapping,</p>

<p>non-print texts.</p>	<p><i>grammars in the production of texts?</i> <i>Do students demonstrate media techniques in the production and distribution of media works?</i></p>	<p>clustering, painting, sculpting, photographing, using social media tools, etc.), use collaboration tools (Google Docs, TitanPad), make notes (Evernote), and organizational strategies (e.g., making lists, outlining, developing cause/effect relationships, using comparison/contrast; defining problem/solution) when composing.</p> <p>2. Students compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences:</p> <ul style="list-style-type: none"> ○ 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. ○ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ○ 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
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		<p>(e.g., a sense of mystery, suspense, growth, or resolution).</p> <ul style="list-style-type: none">○ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.○ Provide a conclusion that follows from and may reflect on what is experienced, observed, or resolved over the course of the narrative. <p>3. Students compose 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> <ul style="list-style-type: none">○ 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.○ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,
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		<p>concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <ul style="list-style-type: none">○ 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.○ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.○ 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). <p>4. Students compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none">○ Introduce precise, knowledgeable
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		<p>claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none">○ 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.○ 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.○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.○ Provide a concluding statement or
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		<p>section that follows from and supports the argument presented.</p> <ul style="list-style-type: none">○ An example of multimedia, interactive text that combines all three forms of writing is PinePoint. <ol style="list-style-type: none">5. Students proofread and revise written text for topic development (details, examples, reasons, facts), clarity of language/images, conciseness, level of specificity, and appropriate use of formal and informal language (see Language use chart from Common Core for specifics).6. Students revise and rearrange words, sentences, paragraphs, images, music, video to improve the logical progression of ideas, cohesiveness, and transitions in the text.7. Students collaborate to evaluate and revise their text or oral presentation --or to evaluate and revise the work of others--using specific criteria (e.g., content, word choice, conventions, clarity, cohesion) and]incorporate suggestions from others in their work. <p><u>Written and Visual Grammars</u></p> <ol style="list-style-type: none">8. Students use Standard English (or native language) conventions in appropriate writing, such as sentence structure, grammar and usage,
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		<p>punctuation, capitalization, spelling.</p> <ol style="list-style-type: none">9. Students understand and use grade appropriate language use skills as outlined in the Common Core and contained in this document.10. Students use visual grammar when composing texts (see Standard 3.6).11. Students demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ul style="list-style-type: none">○ Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.○ Analyze nuances in the meaning of words with similar denotations.12. Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.13. Students determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, that include:<ul style="list-style-type: none">○ Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's
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		<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none">○ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).○ 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.○ 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/wiki). <p><u>Media Techniques</u></p> <p>14. Students access, interpret, analyze, and evaluate media.</p> <p>15. Students demonstrate understanding of media stereotyping and other socially significant portrayals and understand how people use media to persuade and manipulate and evaluate <u>persuasive techniques used in media</u> such as:</p>
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		<p>bandwagon, emotional appeal, snob appeal, plain folks, and testimonial.</p> <p>16. Students analyze media through analysis of advertisements found in print, image, video, film, website, and/or music. A resource to guide this can be found here.</p> <p>17. Students identify the characteristics of media presentations and their roles as sources of information, entertainment, education, and interpretation.</p> <p>18. Students produce media through pre-production (storyboard templates), production, and post-production techniques.</p> <p>19. Students collaboratively develop and use rubrics to evaluate media and non-print presentations.</p>
<p>5. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of technological sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer</p>	<p>Conducting research requires students to be savvy consumers and producers of text, leveraging 21st century technologies while being mindful of their purpose, audience, and methods of communication.</p> <p><i>Do students know and use a range of searching protocols when consuming and producing texts?</i></p> <p><i>Do students find relevant and reliable sources that meet their needs?</i></p> <p><i>Do students “pull” audiences to their work?</i></p>	<ol style="list-style-type: none"> 1. Students identify appropriate sources by skimming and scanning table of contents, index, headings, hypertext links. 2. Students determine the resources most appropriate for the topic. 3. Students regularly use the on-line library catalog and on-line databases. 4. Students know how to conduct Internet-based searches using the following:

<p>networks, video, social media); they create and communicate knowledge, and communicate their discoveries in ways that suit their purpose and audience. They attend to the ethical responsibilities required by complex environments.</p>	<p><i>Do students exhibit work in public?</i> <i>Do students apply data analysis strategies when critiquing sources and generating evidence?</i> students in the 21st century must understand and adhere to legal and ethical practices as they use resources and create information. <i>Do students share information in ways that consider all sources?</i> <i>Do students practice the safe and legal use of technology?</i> <i>Do students create products that are both informative and ethical?</i></p>	<ul style="list-style-type: none"> ○ use boolean 'and' 'or' when searching online databases choose broader or narrower terms to refine online search results. ○ use a given URL and bookmarks. <ol style="list-style-type: none"> 5. Students recognize the different purposes and coverage of: magazines, newspapers, blogs, wikis, pamphlets, film, reference books, tweets, and email. 6. Students recognize the need to locate a variety of resources representing a range of views and knows how to contact experts in the field through Skype and through social media. 7. Students are aware of Internet search engines as a source of information and are able to upload and download and decompress files from Internet sites. 8. Students are aware of web page structure/navigation and apply associative thinking when reading web pages. 9. Students make the browser work for them by making use of these functions: histories, favorites/bookmarks, following path names, multiple browser windows. 10. Students identify and locate information from both primary and secondary sources.
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		<ol style="list-style-type: none">11. Students use keywords, volume, index and cross-references to find information in print and online resources.12. Students expand word processing skills to include deleting, copying and moving files, embedding hyperlinks, image, video, and audio.13. Students apply analysis strategies when interpreting data and make use of digital tools to analyze data. These strategies include: recognize patterns, separate the whole into logical parts, probe for consistency and inconsistency, probe ambiguous statements, make logical connections between a hypothesis and supporting data, sustain a consistent approach in analyzing and solving multi-step problems, diagram a problem and develop associated solutions, and formulate a logical plan based on proposed solutions.14. Students record bibliographic sources of information using author, title, publisher, date, http, date of download and share source materials using social bookmarking app, such as Diigo.15. Students understands and comply with copyright requirements and make use of Creative Commons when developing
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		<p>multimodal works that incorporate text they did not create.</p> <p>16. Students observe netiquette conventions when communicating electronically.</p> <p>17. Students use their data analysis to create texts such as Mashups and share these works with their peers and the community beyond the school.</p> <p>18. Students create ways to “pull” an audience to read, interact with, and/or co-create their research.</p>
<p>6. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</p>	<p>Students whose first language is not English are more likely to achieve academic success in English in settings where their primary language is nurtured.</p> <ul style="list-style-type: none"> • <i>Do students whose first language is not English have regular social interaction for language learning through conversations with others?</i> • <i>Do students whose first language is not English have consistent access to technology that can assist them in language learning and translation?</i> 	<ol style="list-style-type: none"> 1. Bilingual and multilingual students have consistent and sustained opportunities for regular social interaction with other native speakers and English-speaking peers through classroom placement, as well as the use of social media and Internet-based tools (skype). 2. All who are learning English have access to an Internet-ready device (such as iPad, iPod touch, laptop, or netbook) 24/7 in order to support and facilitate language learning and translation.
<p>7. Students use spoken, written, and visual language to accomplish</p>	<p>Empowerment requires choice and self-advocacy.</p> <ul style="list-style-type: none"> • <i>Do students have consistent</i> 	<ol style="list-style-type: none"> 1. Students self-determine at least 50% of the time the topics and projects they will compose that deepen their knowledge, skills and dispositions.

<p>their own purposes (e.g., for learning, enjoyment, gaming, persuasion, and the exchange of information).</p>	<p><i>opportunities to define their learning and to determine passion projects?</i></p> <ul style="list-style-type: none"> • <i>Do students know and apply methods that allow them to generate, elaborate, revise, edit, and communicate self-determined work?</i> 	<ol style="list-style-type: none"> 2. Students showcase a completed project in an annual public exhibition of works and also exhibit completed works throughout the school year on-line.
<p>8. Students have experience with and develop skills with technological tools used in the classroom and the world around them and through this they learn about technology and learn through technology.</p>	<p>Students in the 21st century should have experience with and develop skills around technological tools used in the classroom and the world around them. Through this they will learn about technology and learn through technology. In addition, they must be able to select the most appropriate tools to address particular needs.</p> <ul style="list-style-type: none"> • <i>Do students use technology as a tool for communication, research, and creation of new works?</i> • <i>Do students evaluate and use digital tools and resources that match the work they are doing?</i> • <i>Do students find relevant and reliable sources that meet their needs?</i> • <i>Do students take risks and try new things with tools available to them?</i> • <i>Do students, independently and collaboratively, solve problems as they</i> 	<ol style="list-style-type: none"> 1. Students use a range of technology to access information: telephone, computer, hand-held Internet device (iPod touch, iPad), scanner, and digital camera. 2. Students use a range of technological devices and digital tools in order to collaborate, research, and to produce, share, respond to and exhibit meaningful and beautiful works. 3. Students work in risk-free environments where they experience multiple opportunities to revise work, to access meaningful response before, during and after completing a project from peers, teachers, and community. Further they have the opportunity to revise, abandon, and determine/re-determine the scope of projects with teacher assistance. 4. Students solve problems independently and collaboratively as they arise in their work. As such revision of projects and work occurs.

	<p><i>arise in their work?</i></p> <ul style="list-style-type: none"> • <i>Do students use a variety of tools correctly and efficiently?</i> 	<p>5. Students use a range of digital and non-digital tools when producing and consuming texts.</p>
<p>9. Students build relationships with others to pose and solve problems collaboratively and cross-culturally in both face-to-face and virtual environments.</p>	<p>Students in the 21st century need interpersonal skills in order to work collaboratively in both face-to-face and virtual environments to use and develop problem-solving skills. When learning experiences are grounded in well-informed teaching practices, the use of technology allows a wider range of voices to be heard, exposing students to opinions and norms outside of their own.</p> <ul style="list-style-type: none"> • <i>Do students work in a group in ways that allow them to create new knowledge or to solve problems that can't be created or solved individually?</i> • <i>Do students work in groups to create new resources that can't be created or solved by individuals?</i> • <i>Do students work in groups of members with diverse perspectives and areas of expertise?</i> • <i>Do students build on one another's thinking to gain new understanding?</i> • <i>Do students learn to share disagreements and new ways of thinking</i> 	<ol style="list-style-type: none"> 1. Students and teachers build learning communities, bringing people together (within and beyond the classroom and school) to solve real problems. 2. Students make use of creative learning spaces in and beyond the school in order to compose collaborative works. 3. Students 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. <ul style="list-style-type: none"> ○ 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. ○ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines,

	<p><i>in ways that positively impact the work?</i></p> <ul style="list-style-type: none">• <i>Do students gain new understandings by being part of a group or team?</i>	<ul style="list-style-type: none">○ and establish individual roles as needed.○ 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.○ 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. <p>4. Students 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.</p> <p>5. Students evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,</p>
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		<p>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <ol style="list-style-type: none"> 6. Students develop empathy and appreciation of “other” by reading/viewing culturally relevant texts, participating in collaborative experiences that place students in the company of diverse people (economic, gender, racial, ethnic, age, location) and reflecting on those experiences. 7. Students demonstrate active listening skills in one-to-one, small group, and whole class formats through active listening stance, paraphrasing a speaker’s message/idea(s), and questioning a speaker.
<p>10. Students design and share information for global communities that have a variety of purposes and are able to select, organize, and design information to be shared, understood, and distributed beyond their classrooms.</p>	<p>Students in the 21st century must be aware of the global nature of our world and be able to select, organize, and design information to be shared, understood, and distributed beyond their classrooms.</p> <ul style="list-style-type: none"> • <i>Do students use inquiry to ask questions and solve problems?</i> • <i>Do students critically analyze a variety of information from a variety of sources?</i> • <i>Do students take responsibility for communicating their ideas in a variety of ways?</i> 	<p>These are embedded in the other standards and objectives.</p>

	<ul style="list-style-type: none"> • <i>Do students choose tools to share information that match their need and audience?</i> • <i>Do students share and publish their work in a variety of ways?</i> • <i>Do students solve real problems and share results with real audiences?</i> • <i>Do students publish in ways that meet the needs of a particular, authentic audience?</i> 	
<p>11. Students manage, analyze, and synthesize multiple streams of simultaneously presented information in a variety of different formats, determine reliability, and create new knowledge from that information.</p>	<p>Students in the 21st century must be able to take information from multiple places and in a variety of different formats, determine its reliability, and create new knowledge from that information.</p> <ul style="list-style-type: none"> • <i>Do students create new ideas using knowledge gained?</i> • <i>Do students locate information from a variety of source?</i> • <i>Do students analyze the credibility of information and its appropriateness in meeting their needs?</i> • <i>Do students synthesize information from a variety of sources?</i> • <i>Do students manage new information to help them solve problems?</i> • <i>Do students use information to make</i> 	<p>These are embedded in the other standards and objectives and are demonstrated through exhibition.</p>

	<i>decisions as informed citizens?</i>	
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Note: Include at least one play by Shakespeare and one play by an American dramatist.

Grade 11 Core Texts

Literature Text:

Non-fiction Text:

Web-based Text:

Non-Print Text:

Grade 12 Core Texts

Literature Text:

Non-fiction Text:

Web-based Text:

Non-Print Text: