

*-9 and 10<sup>th</sup> -*

*USD 417 Morris County*

# **Common Core Standards**

*E.L.A. & Literacy*

## **Quick Reference Tool**

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Kansas Addl. 15%

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# K-12 College & Career Readiness Anchor Standards

## Strand: Reading

BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Key Ideas & Details	1. <b>Read</b> closely to <b>determine</b> what the text says explicitly and to <b>make</b> logical inferences from it; <b>cite</b> specific textual evidence when <b>writing or speaking</b> to <b>support</b> conclusions drawn from the text.	R.CCR.1
	2. <b>Determine</b> central ideas or themes of a text and <b>analyze</b> their development; <b>summarize</b> the key supporting details and ideas.	R.CCR.2
	3. <b>Analyze</b> how and why individuals, events, and ideas develop and <b>interact</b> over the course of a text.	R.CCR.3
Craft & Structure	4. <b>Interpret</b> words and phrases as they are used in a text, including <b>determining</b> technical, connotative, and figurative meanings, and <b>analyze</b> how specific word choices <b>shape</b> meaning or tone.	R.CCR.4
	5. <b>Analyze</b> the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	R.CCR.5
	6. <b>Assess</b> how point of view or purpose shapes the content and style of a text.	R.CCR.6
Integration of Knowledge & Ideas	7. <b>Integrate and evaluate</b> content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	R.CCR.7
	8. <b>Delineate and evaluate</b> the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	R.CCR.8
	9. <b>Analyze</b> how two or more texts address similar themes or topics in order to <b>build</b> knowledge or to <b>compare</b> the approaches the authors take.	R.CCR.9
Range of Reading & Level of Text Complexity	10. <b>Read and comprehend</b> complex literary and informational texts independently and proficiently.	R.CCR.10

## Strand: Writing

Text Types & Purposes	1. <b>Write</b> arguments to <b>support</b> claims in an analysis of substantive topics or texts, <b>using</b> valid reasoning and relevant and sufficient evidence.	W.CCR.1
	2. <b>Write</b> informative/explanatory texts to <b>examine and convey</b> complex ideas and information clearly and accurately through the effective <b>selection, organization, and analysis</b> of content.	W.CCR.2
	3. <b>Write</b> narratives to <b>develop</b> real or imagined experiences or events <b>using</b> effective technique, well chosen details, and well structured event sequences.	W.CCR.3
Production & Distribution of Writing	4. <b>Produce</b> clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.CCR.4
	5. <b>Develop and strengthen</b> writing as needed by <b>planning, revising, editing, rewriting, or trying</b> a new approach.	W.CCR.5
	6. <b>Use</b> technology, including the internet, to <b>produce and publish</b> writing and to <b>interact</b> and <b>collaborate</b> with others.	W.CCR.6

Research to Build & Present Knowledge	7. <b>Conduct</b> short as well as more sustained research projects based on focused questions, <b>demonstrating</b> understanding of the subject under investigation.	W.CCR.7
	8. <b>Gather</b> relevant information from multiple print and digital resources, <b>assess</b> the credibility and accuracy of each source, and <b>integrate</b> the information while <b>avoiding</b> plagiarism.	W.CCR.8
	9. <b>Draw</b> evidence from literary or informational texts to support analysis, reflection, and research.	W.CCR.9
Range of Writing	10. <b>Write</b> 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.CCR.10
<b>Strand: Speaking &amp; Listening</b>		
Comprehension & Collaboration	1. <b>Prepare for and participate</b> effectively in a range of conversations and collaborations with diverse partners, <b>building</b> on others' ideas and <b>expressing</b> their own clearly and persuasively.	SL.CCR.1
	2. <b>Integrate and evaluate</b> information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.CCR.2
	3. <b>Evaluate</b> a speaker's point of view, <b>reasoning, and use of</b> evidence and rhetoric.	SL.CCR.3
Presentation of Knowledge & Ideas	4. <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.CCR.4
	5. <b>Make</b> strategic use of digital media and visual displays of data to <b>express</b> information and <b>enhance</b> understanding of presentations.	SL.CCR.5
	6. <b>Adapt</b> speech to a variety of contexts and communicative tasks, <b>demonstrating</b> command of formal English when indicated or appropriate.	SL.CCR.6
<b>Strand: Language</b>		
Conventions of Standard English	1. <b>Demonstrate</b> command of conventions of standard English grammar and usage when <b>writing or speaking</b> .	L.CCR.1
	2. <b>Demonstrate</b> command of the conventions of standard English capitalization, punctuation, and spelling when <b>writing</b> .	L.CCR.2
Knowledge of Language	3. <b>Apply</b> knowledge of language to understand how language functions in different contexts, to <b>make</b> effective choices for meaning or style, and to <b>comprehend</b> more fully when <b>reading or listening</b> .	L.CCR.3
Vocabulary Acquisition and Use	4. <b>Determine or clarify</b> the meaning of unknown and multiple-meaning words and phrases by <b>using</b> context clues, <b>analyzing</b> meaningful word parts, and <b>consulting</b> general and specialized reference materials, as appropriate.	L.CCR.4
	5. <b>Demonstrate</b> understanding of figurative language, word relationships, and nuances in word meanings.	L.CCR.5
	6. <b>Acquire</b> and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; <b>demonstrate</b> independence in <b>gathering</b> vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.CCR.6

## Kansas Additional 15%

Literacy Learning	1. <b>Engage</b> in literacy learning through collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation	KS.LL.1
	2. <b>Use</b> meta-cognitive strategies to <b>monitor</b> literacy learning progress.	KS.LL.2
	3. <b>Engage</b> in five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.	KS.LL.3
	4. <b>Engage</b> in strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.	KS.LL.4
	5. <b>Develop</b> the literacy skills presented throughout these standards in both academic and career/technical education contexts.	KS.LL.5
Range of Reading Level & Text Complexity	6. <b>Encounter</b> a range of engaging and culturally sensitive text and media that motivate the desire to be literate.	KS.RL.11
	7. <b>Read</b> -both independently and collaboratively-print, non-print, and multi-modal <b>works</b> proficiently and critically to be media literate.	KS.RL.12
Text Type & Purpose	8. <b>Create</b> -both independently and collaboratively technical, non-print, digital, and multi modal versions of text types and purposes outlined in standards 1, 2, and 3.	KS.W.11
Production & Distribution of Writing	9. <b>Strengthen</b> writing craft-both independently and collaboratively- through recursive wiring and revision process and the <b>use</b> of common vocabulary of the 6 Trait model.	KS.W.12

# 9-10<sup>th</sup> Grade ELA Standards

## Strand: Reading

SUB STRAND	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Literature	Key Ideas & Details	1. <b>Cite</b> strong and thorough textual evidence to <b>support</b> analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10.1
		2. <b>Determine</b> a theme or central idea of a text and <b>analyze</b> in details its development over the course of the text including how it emerges and is shaped and refined by specific details; <b>provide</b> an objective summary of the text.	RL.9-10.2
		3. <b>Analyze</b> 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.9-10.3
	Craft & Structure	4. <b>Determine</b> the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; <b>analyze</b> 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).	RL.9-10.4
		5. <b>Analyze</b> 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.9-10.5
		6. <b>Analyze</b> a particular point of view or cultural experiences reflected in a work of literature from outside the United States, <b>drawing</b> on a wide reading of world literature.	RL.9-10.6
	Integration of Knowledge & Ideas	7. <b>Analyze</b> the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Muse’edes Beaz Arts” and Breghel’s Landscape with the Fall of Icarus).	RL.9-10.7
		8. (Not applicable to literature).	RL.9-10.8
		9. <b>Analyze</b> 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 splay by Shakespeare).	RL.9-10.9
	Range of Reading & Level of Text Complexity	10. By the end of the school year, <b>read and comprehend</b> literature, including stories dramas, in the grades 9-10 text complexity band proficiency with scaffolding at the high end the grades 9-10 text complexity band independently and proficiently.	RL.9-10.10
Informational Text	Key Ideas & Details	1. <b>Cite</b> strong and thorough textual evidence to <b>support</b> analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1
		2. <b>Determine</b> a central idea of a text and <b>analyze</b> its development over the course of the text, including how it emerges and is shaped and refined by specific details; <b>provide</b> an objective summary of the text.	RI.9-10.2
		3. <b>Analyze</b> 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.	RI.9-10.3
	Craft &	4. <b>Determine</b> the meaning of words and phrases as they are used in a text,	RI.9-10.4

Structure	including figurative, connotative, and technical meanings; <b>analyze</b> the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court differs from that of a newspaper).	RI.9-10.4
	<b>5. Analyze</b> 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.9-10.5
	<b>6. Determine</b> an author’s point of view or purpose in a text and <b>analyze</b> how the author uses rhetoric to advance that point of view or purpose.	RI.9-10.6
Integration of Knowledge and Ideas	<b>7. Analyze</b> various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multi-media), <b>determining</b> which details are emphasized in each content.	RI.9-10.7
	<b>8. Delineate and evaluate</b> the argument and specific claims in a text, <b>assessing</b> whether the reasoning is valid and the evidence is relevant and sufficient; <b>identify</b> false statements and fallacious reasoning.	RI.9-10.8
	<b>9. Analyze</b> 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 themed and concepts.	RI.9.9
Range of Reading and Level of Text Complexity	<b>10.</b> By the end of the year, <b>read and comprehend</b> literary nonfiction in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, <b>read and comprehend</b> literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	RI.9-10.10

### Strand: Writing

Text Types & Purposes	<b>1. Write</b> arguments to support claims in an analysis of substantive topics or texts, <b>using</b> valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li><b>a. Introduce</b> precise claim(s) distinguish the claim(s) from alternate or opposing claims, and <b>create</b> an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li><b>b. Develop</b> claim(s) and counterclaims fairly, <b>supplying</b> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li><b>c. Use</b> words, phrases, and clauses to link the major sections of the text, create cohesion, and <b>clarify</b> the relationships between claim(s) and reasons and evidence, and between claim(s) and counterclaims.</li> <li><b>d. Establish and maintain</b> a formal style and objective tone while <b>attending</b> to the norms and conventions of the discipline in which they are <b>writing</b>.</li> <li><b>e. Provide</b> a concluding statement or section that follows from and supports the argument presented.</li> </ul>	W.9-10.1a-e
	<b>2. Write</b> informative/explanatory texts to <b>examine</b> a topic and <b>convey</b> ideas, concepts, and information clearly and accurately through the effective <b>selection, organization, and analysis</b> of content. <ul style="list-style-type: none"> <li><b>a. Introduce</b> a topic; <b>organize</b> complex ideas, concepts, and information</li> </ul>	W.9-10.2a-f

		<p>(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>b. <b>Develop</b> 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 <b>the topic</b>.</li> <li>c. <b>Use</b> appropriate and varied transitions to <b>link</b> the major sections of the text, <b>create</b> cohesion, and <b>clarify</b> the relationships among complex ideas and concepts.</li> <li>d. <b>Use</b> precise language and domain-specific vocabulary to <b>manage</b> the complexity of the topic.</li> <li>e. <b>Establish and maintain</b> a formal style and objective tone while <b>attending</b> to the norms and conventions of the discipline in which they are writing.</li> <li>f. <b>Provide</b> 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).</li> </ul>	
		<p><b>3. Write</b> narratives to <b>develop</b> real or imagined experiences or events <b>using</b> effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. <b>Engage and orient</b> the reader by <b>establishing</b> a context and point of view and <b>introducing</b> a narrator and/or characters; <b>organize</b> an event sequence that unfolds naturally and logically.</li> <li>b. <b>Engage and orient</b> the reader by <b>setting</b> out a problem, situation, or observation, <b>establishing</b> one or multiple point(s) of view, and <b>introducing</b> a narrator and/or characters; <b>create</b> a smooth progression of experiences or events.</li> <li>c. <b>Use</b> narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to <b>develop</b> experiences, events, and/or characters.</li> <li>d. <b>Use</b> a variety of techniques to <b>sequence</b> events so that they build on one another to <b>create</b> a coherent whole.</li> <li>e. <b>Use</b> precise words and phrases, <b>telling</b> details, and sensory language to <b>convey</b> a vivid picture of the experiences, events, setting, and /or characters.</li> <li>f. <b>Provide</b> a conclusion that <b>follows and reflects</b> on what is <b>experienced, observed, or resolved</b> over the course of a narrative.</li> </ul>	W.9-10.3a-f
Production & Distribution of Writing		<p><b>4. Produce</b> clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).</p>	W.9-10.4
		<p><b>5. Develop and strengthen</b> writing as needed by <b>planning, revising, editing, rewriting, or typing</b> a new approach, <b>focusing</b> on how well purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)</p>	W.9-10.5
		<p><b>6. Use</b> technology, including the internet, to <b>produce, publish, and update</b> individual or shared writing products, <b>taking</b> advantage of technology’s</p>	W.9-10.6

		6. Use technology, including the internet, to <b>produce, publish, and update</b> individual or shared writing products, <b>taking</b> advantage of technology’s capacity to <b>link</b> to other information and to <b>display</b> information flexibly and dynamically.	W.9-10.6
Research to Build & Present Knowledge		7. <b>Conduct</b> short as well as more sustained research projects to <b>answer</b> a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, <b>synthesize</b> multiple sources on the subject, <b>demonstrating</b> understanding of the subject under investigation.	W.9-10.7
		8. <b>Gather</b> relevant information from multiple authoritative print and digital sources; <b>using</b> advanced searches effectively; <b>assess</b> the usefulness of each source in <b>answering</b> the research question; <b>integrate</b> information in to the text selectively to <b>maintain</b> the flow of ideas, <b>avoiding</b> plagiarism and <b>following</b> a standards format for citation.	W.9.10.8
		9. <b>Draw</b> evidence from literacy or informational texts to <b>support</b> analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. <b>Apply</b> grade 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work)[e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”) </li> <li>b. <b>Apply</b> grade 9-10 Reading standards to literacy 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.</li> </ul>	W.9-10.9a-b
Range of Writing		10. <b>Write</b> 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.	W.9-10.10

**Strand: Speaking & Listening**

Comprehension & Collaboration		1. <b>Initiate and participate</b> actively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. <b>Come</b> to discussions prepared having <b>read and researched</b> material under study; explicitly <b>draw on</b> that preparation by <b>referring</b> to evidence from texts and other research on the topic or issue to <b>stimulate</b> a thoughtful, well-reasoned exchange of ideas.</li> <li>b. <b>Work</b> with peers to <b>set</b> rules for collegial discussions and <b>decision making</b> (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadline, and individual roles as needed.</li> <li>c. <b>Propel</b> conversations by <b>posing and responding</b> to questions that relate the current discussion to broader themes or larger ideas; actively <b>incorporate</b> others into the discussion; and <b>clarify, verify, or challenge</b> ideas and conclusions.</li> <li>d. <b>Respond</b> thoughtfully to diverse perspectives, <b>summarize</b> points of agreement and disagreement, and, when warranted, <b>qualify or justify</b></li> </ul>	SL.9-10.1a-d
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		<p><b>2. Integrate</b> multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) <b>evaluating</b> the credibility and accuracy of each source.</p>	SL.9-10.2
		<p><b>3. Evaluate</b> a speaker’s point of view, reasoning, and <b>use</b> of evidence and rhetoric, <b>identifying</b> and fallacious reasoning or exaggerated or distorted evidence.</p>	SL.9-10.3
Presentation of Knowledge & Ideas		<p><b>4. Present</b> information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	SL.9-10.4
		<p><b>5. Make</b> strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to <b>enhance</b> understanding of findings, reasoning, and evidence and to <b>add</b> interest.</p>	SL.9-10.5
		<p><b>6. Adapt</b> speech to a variety of contexts and tasks, <b>demonstrating</b> command of formal English when indicated or appropriate (See grade 9-10 Language standards 1 and 3 for specific expectations).</p>	SL.9-10.6
<b>Language</b>			
Conventions of Standard English		<p><b>1. Demonstrate</b> command of the conventions of standard English grammar and usage when <b>writing or speaking</b>.</p> <p>a. <b>Apply</b> the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. <b>Resolve</b> issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>	L.9-10.1a-b
		<p><b>2. Demonstrate</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. <b>Observe</b> hyphenation conventions.</p> <p>b. <b>Spell</b> correctly.</p>	L.9-10.2a-b
Knowledge & Language		<p><b>3. Apply</b> knowledge of language to <b>understand</b> how language functions in different contexts, to <b>make</b> effective choice for meaning or style, and to <b>comprehend</b> more fully when reading or listening.</p> <p>a. <b>Vary</b> syntax for effect, <b>consulting</b> references (e.g., Tuf’s Artful Sentences) for guidance as needed; <b>apply</b> an understanding of syntax to the study of complex texts when reading.</p>	L.9-10.3a
Vocabulary Acquisition & Use		<p><b>4. Determine or clarify</b> the meaning of unknown and multiple-meaning word and phrases based on grade 9-10 reading and content, <b>choosing</b> flexibility from a range of strategies.</p> <p>a. <b>Use</b> 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>b. <b>Identify and correctly use</b> patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. <b>Consult</b> general and specialized reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to <b>find</b> punctuation of a</p>	L.9-10.4a- d

	Vocabulary Acquisition & Use	<p><b>4. Determine or clarify</b> the meaning of unknown and multiple-meaning word and phrases based on grade 9-10 reading and content, <b>choosing</b> flexibility from a range of strategies.</p> <ul style="list-style-type: none"> <li><b>a. Use</b> 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.</li> <li><b>b. Identify and correctly use</b> patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li><b>c. Consult</b> general and specialized reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to <b>find</b> punctuation of a word or <b>determine or clarify</b> its precise meaning, it’s part of speech, or its etymology.</li> </ul>	L.9-10.4a- d
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# 9-10<sup>th</sup> Literacy in History/Social Studies & Science & Technical Subjects Standards

## Strand: Reading History/Social Studies

	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
	Key Ideas & Details	1. <b>Cite</b> specific textual evidence to <b>support</b> analysis of primary and secondary sources <b>attending</b> to such features as the date and origin of the information.	RH.9-10.1
		2. <b>Determine</b> the central ideas or information of a primary or secondary source; <b>provide</b> an accurate summary of how key events or ideas develop over the course of the text.	RH.9-10.2
		3. <b>Analyze</b> in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	RH.9-10.3
	Craft & Structure	4. <b>Determine</b> the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	RH.9-10.4
		5. <b>Analyze</b> how a text uses structure to <b>emphasize</b> key points or advance an explanation or analysis.	RH.9-10.5
		6. <b>Compare</b> the point of view or two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	RH.9-10.6
	Integration of Knowledge & Ideas	7. <b>Integrate</b> visual information or technical analysis (e.g., charts, research, data) with qualitative analysis in print or digital text.	RH.9-10.7
		8. <b>Assess</b> the extent to which the reasoning and evidence in a text <b>support</b> the author's claims.	RH.9-10.8
		9. <b>Compare and contrast</b> treatments of the same topic in several primary and secondary sources.	RH.9-10.9
	Range of Reading & Level of Text Complexity	10. By the end of grade 10, <b>read and comprehend</b> history/social studies and science texts in the grades 6-8 text complexity band independently and proficiently.	RH.9-10.10

## Strand: Reading Science/Technical Subjects

	Key Ideas & Details	1. <b>Cite</b> specific textual evidence to <b>support</b> analysis of science and technical texts, <b>attending</b> to the precise details of explanations or descriptions.	RST.9-10.1
		2. <b>Determine</b> the central ideas or conclusions of a text; <b>trace</b> the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	RST.9-10.2
		3. <b>Follow</b> precisely a complex multi-step procedure when <b>carrying out</b> experiments, <b>taking</b> measurements, or <b>performing</b> technical tasks <b>attending</b> to special cases or exceptions defined in the text.	RST.9-10.3

Craft & Structure	4. <b>Determine</b> the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	RST.9-10.4
	5. <b>Analyze</b> the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	RST.9-10.5
	6. <b>Analyze</b> the author’s purpose in providing an explanation, <b>describing</b> a procedure, or <b>discussing</b> an experiment in a text.	RST.9-10.6
Integration of Knowledge & Ideas	7. <b>Translate</b> quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	RST.9-10.7
	8. <b>Assess</b> the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for <b>solving</b> a scientific or technical problem.	RST.9-10.8
	9. <b>Compare and contrast</b> findings presented in a text to those from other sources (including their own experiments), <b>noting</b> when the findings support or contradict previous explanations or accounts.	RST.9-10.9
Range of Reading & Level of Text Complexity	10. By the end of grade 10, <b>read and comprehend</b> science/technical texts in grades 9-10 text complexity and independently and proficiently.	RST.9-10.10

**Strand: Writing**  
**History/Social Studies, Science, & Technical Subjects**

Text Types & Purposes	1. <b>Write</b> arguments focused on discipline-focused content. <ul style="list-style-type: none"> <li>a. <b>Introduce</b> precise claim(s), <b>distinguish</b> the claim(s) from alternate or opposing claims, and <b>create</b> an organization that <b>establishes</b> clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. <b>Develop</b> claim(s) and counterclaims fairly, <b>supplying</b> data and evidence for each while <b>pointing out</b> the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. <b>Use</b> words, phrases, and clauses to <b>link</b> the major sections of the text, <b>create</b> cohesion, and <b>clarify</b> the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s).</li> <li>d. <b>Establish and maintain</b> a formal style and objective tone while <b>attending to</b> the norms and conventions of the discipline in which they are writing.</li> <li>e. <b>Provide</b> a concluding statement or section that follows from or supports the argument presented.</li> </ul>	W.9-10.1a-e
	2. <b>Write</b> informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> <li>a. <b>Introduce</b> a topic and organize ideas, concepts, and information to <b>make</b> important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figure, tables), and multimedia when</li> </ul>	W.9-10.2a-f

		<p><b>2. Write</b> informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li><b>a. Introduce</b> a topic and organize ideas, concepts, and information to <b>make</b> important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figure, tables), and multimedia when useful to aiding comprehension.</li> <li><b>b. Develop</b> 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.</li> <li><b>c. Use</b> varied transitions and sentence structures to <b>link</b> the major sections of the text, <b>create</b> cohesion, and <b>clarify</b> the relationships among ideas and concepts. <b>Use</b> appropriate and varied transitions to <b>create</b> cohesion and clarify the relationships among ideas and concepts.</li> <li><b>d. Use</b> precise language and domain-specific vocabulary to <b>manage</b> the complexity of the topic and <b>convey</b> a style appropriate to the discipline in which they are <b>writing</b>.</li> <li><b>e. Establish and maintain</b> a formal style and objective tone while <b>attending to</b> the norms and conventions of the discipline in which they are <b>writing</b>.</li> <li><b>f. Provide</b> 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).</li> </ul>	W.9-10.2a-f
		<b>3. N/A</b> as a separate requirement.	W.9-10.3
Production & Distribution of Writing		<b>4. Produce</b> clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9-10.4
		<b>5. Develop and strengthen</b> writing as needed by <b>planning, revising, editing, rewriting, or trying</b> a new approach, focusing on <b>addressing</b> what is most significant for a specific purpose and audience.	W.9-10.5
		<b>6. Use</b> technology, including the internet, to <b>produce, publish, and update</b> individual or shared writing products, <b>taking</b> advantage of technology’s capacity to link to other information and to <b>display</b> information flexibly and dynamically.	W.9-10.6
Research to Build & Present Knowledge		<b>7. Conduct</b> short as well as more sustained research projects to <b>answer</b> a question (including a self-generated question), or <b>solve</b> a problem; <b>narrow or broaden</b> the inquiry when appropriate; <b>synthesize</b> multiple sources on the subject, <b>demonstrating</b> understanding of the subject under investigation.	W.9-10.7
		<b>8. Gather</b> relevant information from multiple authoritative print and digital sources; <b>using</b> advanced search effectively; <b>assess</b> the usefulness of each source in <b>answering</b> the research question; <b>integrate</b> information into the text selectively to maintain the flow of ideas, <b>avoiding</b> plagiarism and <b>following</b> standard format for citation.	W.9-10.8
		<b>9. Draw</b> evidence from literary or informational texts to <b>support</b> analysis	W.9-10.9

# ELA Content Alignment/Cognitive Levels

<p><b>COLOR CODE KEY</b></p> <p>Not Covered</p> <p>&lt;2.5 %</p> <p>&lt;5.0%</p> <p>&lt;7.5%</p> <p>&gt;7.5%</p> <p><b>% Percentage of ELA Instructional Time</b></p>	Common Core Standards					Current State Standards				
	Cognitive Levels					Cognitive Levels				
	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate
	I	II	III	IV	V	I	II	III	IV	V
Phonemic Awareness										
Phonics										
Vocabulary										
Text and Print Feature										
Fluency										
Comprehension										
Critical Reasoning										
Author's Craft										
Writing Process										
Elements of Presentation (Verbal & Written)										
Writing Applications										
Language Study										
Listening & Viewing										
Speaking & Presenting										

\*Table data/info acquired from seconline.org

# Literacy Content Alignment/Cognitive Levels

<p><b>COLOR CODE KEY</b></p> <p>Not Covered</p> <p>&lt;2.5 %</p> <p>&lt;5.0%</p> <p>&lt;7.5%</p> <p>&gt;7.5%</p> <p><b>% Percentage of Literacy Instructional Time</b></p>	<p><b>Common Core Standards</b></p>				
	<p><b>Cognitive Levels</b></p>				
	<p>Memorization / Recall</p>	<p>Perform Procedures / Explain</p>	<p>Generate/Create/Demonstrate</p>	<p>Analyze/Investigate</p>	<p>Evaluate/Integrate</p>
	I	II	III	IV	V
Phonemic Awareness					
Phonics				Yellow	
Vocabulary		Yellow	Yellow	Orange	Yellow
Text and Print Feature		Yellow	Yellow		
Fluency				Yellow	Yellow
Comprehension	Yellow		Yellow	Orange	
Critical Reasoning		Yellow	Orange	Orange	Orange
Author's Craft			Yellow	Yellow	Yellow
Writing Process		Yellow	Orange	Yellow	Yellow
Elements of Presentation (Verbal & Written)	Yellow	Yellow	Orange	Orange	Yellow
Writing Applications			Orange	Yellow	Yellow
Language Study			Yellow	Yellow	Yellow
Listening & Viewing			Yellow		Yellow
Speaking & Presenting			Yellow	Yellow	Yellow

\*Table data/info acquired from seconline.org