



Media Literacy Multiverse™

Map to Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Note: This document suggests specific exercises in Lessons 1 through 6 in the Media Literacy Multiverse™ guidebook (i.e., “flight manual”) and website that align with Common Core State Standards for grades 9-10 and grades 11-12 students in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. This document serves as a reference and resource for educators using the MLM in their lesson plans.

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Common Core Learning Standards Grades 6-12 ELA

For each standard, listed below are relevant exercises from the six lessons (or levels) of the Media Literacy Multiverse that require students to apply the specific skills in that standard and help students practice the skills required to meet that standard.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - Lesson 2: Exercise 2
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Lesson 3: Exercise 3
 - Lesson 4: Exercise 6

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - Lesson 4: Exercise 3
 - Lesson 4: Exercise 4
 - Lesson 4: Exercise 5
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
 - Lesson 4: Exercise 6
6. Assess how point of view or purpose shapes the content and style of a text.
 - Lesson 4: Exercise 6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
 - Lesson 3: Exercise 4c
 - Lesson 3: Exercise 4d
 - Lesson 3: Exercise 4e
 - Lesson 6: Exercise 1

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- Lesson 2: Exercise 1

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- Lesson 4, Exercise 6

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- Lesson 2, Exercise 1
- Lesson 3, Exercise 4a
- Lesson 3, Exercise 4b
- Lesson 6, Exercise 1
- Lesson 6, Exercise 7
- Lesson 6, Exercise 8

Reading Standards for Informational Text 6–12

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

Grades 9–10 students:

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Lesson 2, Exercise 1
- Lesson 3, Exercise 1

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.

- Lesson 4: Exercise 6

3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- Lesson 3: Exercise 3
- Lesson 4: Exercise 6

Craft and Structure

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).

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

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).

- Lesson 4: Exercise 3

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.

- Lesson 4: Exercise 6

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

- Lesson 4: Exercise 6

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.

- Lesson 2: Exercise 1

Grades 11–12 students:

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.

- Lesson 2, Exercise 1
- Lesson 3, Exercise 1

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.

- Lesson 4: Exercise 6

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.

- Lesson 3: Exercise 3
- Lesson 4: Exercise 6

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).

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

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.

- Lesson 4: Exercise 6

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.

- Lesson 4: Exercise 6

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- Lesson 3: Exercise 4c
- Lesson 3: Exercise 4d
- Lesson 3: Exercise 4e
- Lesson 6: Exercise 1

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Lesson 4: Exercise 2
- Lesson 5: Exercise 3

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Lesson 4: Exercise 2
- Lesson 5: Exercise 3

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

- Lesson 1: Exercise 1
- Lesson 4: Exercise 2
- Lesson 6: Exercise 4

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Lesson 3: Exercise 4f
- Lesson 3: Exercise 4g
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3: Assume the student is trying to convince a friend of his/her position
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- See Lesson 4: Exercise 2. Have students select a second news angle that applies to the set of facts and reframe the story from the perspective of the second news angle. Students could repeat this exercise until they have exhausted all of the news angles that could apply to the set of facts.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- Lesson 4: Exercise 2
- Lesson 5: Exercise 1: Ask students to publish the content they created for this exercise on one (or more) of their social media accounts to see if the predicted engagement was accurate and ask classmates why they would or would not engage with the content if it appeared in their social media feed.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- Lesson 6: Exercise 8

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Lesson 3: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 3

- Lesson 6: Exercise 7
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

Writing Standards 6–12

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

Grades 9–10 students:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Lesson 1: Exercise 1
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- Lesson 3: Exercise 4

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

- Lesson 3: Exercise 4

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

- Lesson 3: Exercise 4

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

- Lesson 3: Exercise 4

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

- Lesson 3: Exercise 4

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2

- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3

- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

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

- Lesson 1: Exercise 1
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

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

- Lesson 1: Exercise 1
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

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

- Lesson 1: Exercise 1
- Lesson 5: Exercise 3
- Lesson 6 : Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

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

- Lesson 1: Exercise 1
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

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

- Lesson 1: Exercise 1
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

Production and Distribution of Writing

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.)

- Lesson 3: Exercise 4f
- Lesson 3: Exercise 4g
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3: Assume the student is trying to convince a friend of his/her position
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

- Lesson 3: Exercises 4f and 4g. Exercise 4f asks students to write an essay; Exercise 4g asks students to revise that essay based on the intended audience.
- See Lesson 4: Exercise 2. Have students select a second news angle that applies to the set of facts and reframe the story from the perspective of the second news angle. Students could repeat this exercise until they have exhausted all of the news angles that could apply to the set of facts.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- Lesson 4: Exercise 2
- Lesson 5: Exercise 1: Ask students to publish the content they created for this exercise on one (or more) of their social media accounts to see if the predicted engagement was accurate and ask classmates why they would or would not engage with the content if it appeared in their social media feed.

Research to Build and Present Knowledge

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.

- Lesson 6: Exercise 8

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- Lesson 3: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 3
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

- Lesson 2: Exercise 1
- Lesson 2: Exercise 2
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 3
- Lesson 6: Exercise 7

Grades 11–12 students:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Lesson 1: Exercise 1
- Lesson 2: Exercise 2 (if done as a written assignment)
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 3 (if done as a written assignment)
- Lesson 3: Exercise 4
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 2
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- Lesson 1: Exercise 1
- Lesson 2: Exercise 2 (if done as a written assignment)
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 3 (if done as a written assignment)
- Lesson 3: Exercise 4
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 2
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 2: Exercise 2 (if done as a written assignment)
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 3 (if done as a written assignment)
- Lesson 3: Exercise 4
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 2
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 2: Exercise 2 (if done as a written assignment)
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 3 (if done as a written assignment)
- Lesson 3: Exercise 4
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 2
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 2: Exercise 2 (if done as a written assignment)
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 3 (if done as a written assignment)
- Lesson 3: Exercise 4
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 2
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8

- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 2: Exercise 2 (if done as a written assignment)
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 3 (if done as a written assignment)
- Lesson 3: Exercise 4
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 2
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3

- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8

- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 4: Exercise 2
- Lesson 6: Exercise 4

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

- Lesson 1: Exercise 1
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

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

- Lesson 1: Exercise 1
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

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

- Lesson 1: Exercise 1
- Lesson 5: Exercise 3
- Lesson 6 : Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

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

- Lesson 1: Exercise 1
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

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

- Lesson 1: Exercise 1
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4

- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

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.)

- Lesson 3: Exercise 4f
- Lesson 3: Exercise 4g
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3: Assume the student is trying to convince a friend of his/her position
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

- Lesson 3: Exercises 4f and 4g. Exercise 4f asks students to write an essay; Exercise 4g asks students to revise that essay based on the intended audience.
- See Lesson 4: Exercise 2. Have students select a second news angle that applies to the set of facts and reframe the story from the perspective of the second news angle. Students could repeat this exercise until they have exhausted all of the news angles that could apply to the set of facts.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.

- Lesson 4: Exercise 2
- Lesson 5: Exercise 1: Ask students to publish the content they created for this exercise on one (or more) of their social media accounts to see if the predicted engagement was accurate and ask classmates why they would or would not engage with the content if it appeared in their social media feed. Students then incorporate the feedback from other students as well as the feedback they receive on the social media platform, revise their post, and use the application to predict engagement on the revised post.

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.

- Lesson 6: Exercise 8

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- Lesson 3: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 8

- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 3
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

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

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- Lesson 5: Exercise 4
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- Lesson 3: Exercise 4c

- Lesson 3: Exercise 4d
- Lesson 3: Exercise 4e

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

- Lesson 6: Exercise 3b

Presentation of Knowledge and Ideas

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

- Lesson 6: Exercise 3a

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Lesson 5: Exercise 4 (presents opportunity for use of revised flowcharts)
- Lesson 6: Exercise 3a
- Lesson 6: Exercise 5
- Lesson 6: Exercise 6
- Lesson 6: Exercise 9

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- Lesson 6: Exercise 3a
- Lesson 6: Exercise 10

Speaking and Listening Standards 6–12

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

Grades 9–10 students:

Comprehension and Collaboration

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.

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

- Lesson 3: Exercise 4c
- Lesson 3: Exercise 4d
- Lesson 3: Exercise 4e

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

- Lesson 6: Exercise 1 (if done spoken in class)
- Lesson 6: Exercise 3b
- Lesson 6: Exercise 4 (if done spoken in class)

Presentation of Knowledge and Ideas

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.

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

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.

- Lesson 5: Exercise 4 (presents opportunity for use of revised flowcharts)
- Lesson 6: Exercise 3a
- Lesson 6: Exercise 5
- Lesson 6: Exercise 6
- Lesson 6: Exercise 9

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

- Lesson 6: Exercise 3a
- Lesson 6: Exercise 10

Grades 11–12 students:

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.

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

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

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

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

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

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

- Lesson 3: Exercise 4c
- Lesson 3: Exercise 4d
- Lesson 3: Exercise 4e

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.

- Lesson 6: Exercise 1 (if done spoken in class)
- Lesson 6: Exercise 3b
- Lesson 6: Exercise 4 (if done spoken in class)

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.

- Lesson 5: Exercise 4
- Lesson 6: Exercise 2 (if done verbally)
- Lesson 6: Exercises 3a and 3b
- Lesson 6: Exercise 4 (if done verbally)
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8 (if done verbally)
- Lesson 6: Exercise 9

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.

- Lesson 5: Exercise 4 (presents opportunity for use of revised flowcharts)
- Lesson 6: Exercise 3a
- Lesson 6: Exercise 5
- Lesson 6: Exercise 6
- Lesson 6: Exercise 9

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

- Lesson 6: Exercise 3a
- Lesson 6: Exercise 10

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 5: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercises 3a, 3b
- Lesson 6: Exercise 4
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3

- Lesson 6: Exercise 1 (if done as a written assignment)
- Lesson 6: Exercise 2 (if done as a written assignment)
- Lesson 6: Exercise 4 (if done as a written assignment)
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9 (if done as a written assignment)
- Lesson 6: Exercise 10

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

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

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

Language Standards 6–12

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

Grades 9–10 students:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g

- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 5: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercises 3a, 3b
- Lesson 6: Exercise 4
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

a. Use parallel structure.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 5: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercises 3a, 3b
- Lesson 6: Exercise 4
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 5: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2

- Lesson 6: Exercises 3a, 3b
- Lesson 6: Exercise 4
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 6: Exercise 1 (if done as a written assignment)
- Lesson 6: Exercise 2 (if done as a written assignment)
- Lesson 6: Exercise 4 (if done as a written assignment)
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9 (if done as a written assignment)
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 6: Exercise 1 (if done as a written assignment)
- Lesson 6: Exercise 2 (if done as a written assignment)
- Lesson 6: Exercise 4 (if done as a written assignment)
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9 (if done as a written assignment)
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g

- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 6: Exercise 1 (if done as a written assignment)
- Lesson 6: Exercise 2 (if done as a written assignment)
- Lesson 6: Exercise 4 (if done as a written assignment)
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9 (if done as a written assignment)
- Lesson 6: Exercise 10

c. Spell correctly.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 6: Exercise 1 (if done as a written assignment)
- Lesson 6: Exercise 2 (if done as a written assignment)
- Lesson 6: Exercise 4 (if done as a written assignment)
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9 (if done as a written assignment)
- Lesson 6: Exercise 10

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

c. Consult general and specialized reference materials (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.

- Lesson 4: Exercises 3, 4, 5. Once students have identified loaded words and euphemisms in these exercises, ask them to look up the dictionary definition of these words/phrases and compare denotation to connotation.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- Lesson 4: Exercises 3, 4, 5. Once students have identified loaded words and euphemisms in these exercises, ask them to look up the dictionary definition of these words/phrases and compare denotation to connotation.

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

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

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

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5 (could include euphemisms and other figures of speech in this assignment)

Grades 11–12 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 5: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercises 3a, 3b
- Lesson 6: Exercise 4
- Lesson 6: Exercise 5
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8

- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 6: Exercise 1 (if done as a written assignment)
- Lesson 6: Exercise 2 (if done as a written assignment)
- Lesson 6: Exercise 4 (if done as a written assignment)
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9 (if done as a written assignment)
- Lesson 6: Exercise 10

a. Observe hyphenation conventions.

b. Spell correctly.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercises 4a, 4b
- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 2
- Lesson 4: exercise 6
- Lesson 5: Exercise 3
- Lesson 6: Exercise 1 (if done as a written assignment)
- Lesson 6: Exercise 2 (if done as a written assignment)
- Lesson 6: Exercise 4 (if done as a written assignment)
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9 (if done as a written assignment)
- Lesson 6: Exercise 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 or listening.

- Lesson 3: Exercises 4f, 4g
- Lesson 4: Exercise 3

- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

- Lesson 4: Exercises 3, 4, 5. Once students have identified loaded words and euphemisms in these exercises, ask them to look up the dictionary definition of these words/phrases and compare denotation to connotation.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

- Lesson 4: Exercises 3, 4, 5. Once students have identified loaded words and euphemisms in these exercises, ask them to look up the dictionary definition of these words/phrases and compare denotation to connotation.

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

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

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

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5 (could include euphemisms and other figures of speech in this assignment)

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

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature

Stories Drama Poetry

Informational Text

Literary Nonfiction

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 6–12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Lesson 2: Exercise 2
- Lesson 2: Exercise 1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Lesson 4: Exercise 6

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

- Lesson 3: Exercise 3
- Lesson 4: Exercise 6

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Lesson 4: Exercise 3
- Lesson 4: Exercise 4
- Lesson 4: Exercise 5

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- Lesson 4: Exercise 6

6. Assess how point of view or purpose shapes the content and style of a text.

- Lesson 4: Exercise 6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

- Lesson 6: Exercise 8
- Lesson 3: Exercises 4a, 4b, 4c, 4d, 4e. The primary and secondary sources in these exercises include a variety of formats and media.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- Lesson 2: Exercise 1
- Lesson 3: Exercise 1

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- Lesson 4: Exercise 6

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- Lesson 3: Exercise 4

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literacy in History/Social Studies 6–12 RH

Grades 9–10 students:

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- Lesson 3: Exercise 4

- Lesson 6: Exercise 6

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- Lesson 3: Exercise 3
- Lesson 4: Exercise 6

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

- Lesson 2: Exercise 2

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

- Lesson 4: Exercise 3

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

- Lesson 4: Exercise 6

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

- Lesson 4: Exercise 6

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

- Lesson 3: Exercise 4e
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

- Lesson 3: Exercise 4b

Grades 11–12 students:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- Lesson 3: Exercise 4

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- Lesson 3: Exercise 4a

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- Lesson 3: Exercise 4e

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

- Lesson 4: Exercise 3

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

- Lesson 3: Exercise 4c

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

- Lesson 3: Exercise 4d

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

- Lesson 3: Exercise 4e

Reading Standards for Literacy in Science and Technical Subjects 6–12 RST

Grades 9–10 students:

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4b

2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

- Lesson 3: Exercise 4a

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

4. Determine 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*.

5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

7. Translate 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.

- Lesson 5: Exercise 4: Ask students to translate the visual and mathematical information presented in Figure 1, Figure 1a (beginning with the analysis of characteristics of the text component) or Figure 1b (analysis of the characteristics of the multimedia component) into words.

Grades 11–12 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4b

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- Lesson 3: Exercise 4a

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

4. Determine 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 11–12 texts and topics*.

5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Lesson 3: Exercise 4a

Lesson 3: Exercise 4b

Lesson 3: Exercise 4c

Lesson 3: Exercise 4d

Lesson 3: Exercise 4e

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- Lesson 1: Exercise 1
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 4: Exercise 2

- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Lesson 3: Exercise 4f
- Lesson 3: Exercise 4g
- Lesson 4: Exercise 2
- Lesson 5: Exercise 3: Assume the student is trying to convince a friend of his/her position
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- Lesson 4: Exercise 2
- Lesson 5: Exercise 1: Ask students to publish the content they created for this exercise on one (or more) of their social media accounts to see if the predicted engagement was accurate and ask classmates why they would or would not engage with the content if it appeared in their social media feed.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- Lesson 1: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 8

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Lesson 3: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2

- Lesson 6: Exercise 3
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

Grades 9–10 students:

1. Write arguments focused on *discipline-specific content*.

- Lesson 3: Exercise 4f on defamation
- See also Lesson 6: Exercise 8 on artificial intelligence. As part of their commentary, have students include counterclaims that present alternate viewpoints.
- See also Lesson 3: Exercises 4c and 4e on voter fraud claims.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

- Lesson 3: Exercise 4f

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out 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.

- Lesson 3: Exercise 4f

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

- Lesson 3: Exercise 4f

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

- Lesson 3: Exercise 4f

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

- Lesson 3: Exercise 4f

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a

- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

a. Introduce a topic and organize 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.

- Lesson 1: Exercise 1. Have students create a table comparing forms of media with impact on society.
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f. Have students write a headline for their commentary as well as subheads to delineate different sections within their commentary. Ask students to create a table comparing claims versus counterclaims.
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1

- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4f
- Lesson 3: Exercise 4g
- Lesson 5: Exercise 3
- Lesson 6: Exercise 8
- Lesson 6: Exercise 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.

- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 3: Exercise 4g
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- Lesson 4: Exercise 2. Ask students to rewrite their news story using different news angles/frames.
- Lesson 5: Exercise 1: Ask students to publish the content they created for this exercise on one (or more) of their social media accounts to see if the predicted engagement was accurate and ask classmates why they would or would not engage with the content if it appeared in their social media feed. Students then incorporate the feedback from other students as well as the feedback they

receive on the social media platform, revise their post, and use the application to predict engagement on the revised post.

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.

- Lesson 1: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 8

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- Lesson 3: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 3
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

Grades 11–12 students:

1. Write arguments focused on *discipline-specific content*.

- Lesson 3: Exercise 4f on defamation
- See also Lesson 6: Exercise 8 on artificial intelligence. As part of their commentary, have students include counterclaims that present alternate viewpoints.
- See also Lesson 3: Exercises 4c and 4e on voter fraud claims.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- Lesson 3: Exercise 4f

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

- Lesson 3: Exercise 4f
- Lesson 3: Exercise 4g

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

- Lesson 3: Exercise 4f

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

- Lesson 3: Exercise 4f

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

- Lesson 3: Exercise 4f

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

a. Introduce a topic and 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.

- Lesson 1: Exercise 1. Have students create a table comparing forms of media with impact on society.
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f. Have students write a headline for their commentary as well as subheads to delineate different sections within their commentary. Ask students to create a table comparing claims versus counterclaims.
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f
- Lesson 6: Exercise 1
- Lesson 6: Exercise 10

3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Lesson 1: Exercise 1
- Lesson 3: Exercise 4f
- Lesson 3: Exercise 4g
- Lesson 5: Exercise 3
- Lesson 6: Exercise 8
- Lesson 6: Exercise 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.

- Lesson 3: Exercise 4a
- Lesson 3: Exercise 4f

- Lesson 3: Exercise 4g
- Lesson 5: Exercise 3
- Lesson 6: Exercise 4
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- Lesson 4: Exercise 2. Ask students to rewrite their news story using different news angles/frames.
- Lesson 5: Exercise 1: Ask students to publish the content they created for this exercise on one (or more) of their social media accounts to see if the predicted engagement was accurate and ask classmates why they would or would not engage with the content if it appeared in their social media feed. Students then incorporate the feedback from other students as well as the feedback they receive on the social media platform, revise their post, and use the application to predict engagement on the revised post.

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.

- Lesson 1: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 8

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 specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- Lesson 3: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 8
- Lesson 6: Exercise 10

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

- Lesson 1: Exercise 1
- Lesson 3: Exercise 2
- Lesson 3: Exercise 4
- Lesson 6: Exercise 1
- Lesson 6: Exercise 2
- Lesson 6: Exercise 3
- Lesson 6: Exercise 7
- Lesson 6: Exercise 8
- Lesson 6: Exercise 9
- Lesson 6: Exercise 10