



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

### English/Language Arts • Unpacked Content

*For the new Common Core State Standards that will be effective in all North Carolina schools in the 2012-13 school year*

This document is designed to help North Carolina educators teach the ELA Common Core State Standards.

NCDPI staff are continually updating and improving these tools to better serve teachers.

#### **What is the purpose of this document?**

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

#### **What is in the document?**

Descriptions of what each standard means a student will know, understand, and be able to do. The —unpacking‖ of the standards done in this document is an effort to answer a simple question —What does this standard mean that a student must know and be able to do?‗ and to ensure the description is helpful, specific and comprehensive for educators.

#### **How do I send Feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at [feedback@dpi.state.nc.us](mailto:feedback@dpi.state.nc.us) and we will use your input to refine our unpacking of the standards. Thank You!

#### **Just want the standards alone?**

You can find the standards alone at <http://www.corestandards.org>

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS  
ENGLISH I-II**

CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH I-II
<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Literature</b>	
<b>Key Ideas and Details</b>		
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.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between –strong evidence and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
		As students continue to determine theme in a text, they need to examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings.  Students are required to recognize complex characters and understand their role in a text. They need to identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to plot or theme development.

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		<p>Along with recognizing complex characters, ninth grade students should be able to identify the details that developed characters as complex rather than as static or flat. They should see how the author developed a complex character over the course of the text, consider how the character interacts with others, and begin to recognize how complex characters propel the action in the story or add to the development of a theme. Tenth grade students should work with more complex texts. Building on what they mastered in the ninth grade, these students need to be challenged to complete their analysis with strong textual support and deeper understanding of characterization.</p>
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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH I-II
<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Literature</b>	
<b>Craft and Structure</b>		
<p>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.</p>	<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>After determining the figurative and connotative meanings of words, students need to consider the significant influence of the author’s word choice <i>as a whole</i> on the text’s tone or overall understanding. Students are asked to consider how an author crafts the structure of a text to produce a particular effect. Standard RL6 specifies world literature and requires students to examine a particular point of view or cultural experience found in that body of literature. It is important that this is introduced in grade nine and studied more in-depth at grade 10 – using more complex literature and developing a deeper understanding of global perspectives.</p>
<p>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.</p>	<p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Literature</b>	
<b>Integration of Knowledge and Ideas</b>		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s -Musée des Beaux Arts and Breughel’s Landscape with the Fall of Icarus).	Students are asked to compare two works that use different artistic mediums (painting, poetry, sculpture) but share a common subject. Beginning in the ninth grade students need to be able to evaluate various artistic mediums and integrate the understandings taken from each. It may be that students have not had opportunities to view art critically and have not practiced finding meaning in forms outside of text. Students need to understand how an author uses source material in crafting a text, such as in allusions. They need to discover the source the author has alluded to and be able explain how that material was changed by the author.
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.	8. (Not applicable to literature)	
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.	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Literature</b>	
<b>Range of Reading and Level of Text Complexity</b>		
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Students will be able to determine when they are not comprehending and making meaning, and they will be able apply appropriate strategies in order to increase comprehension when faced difficult text.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>Standard 10 defines a grade-by-grade –staircase of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming</p>

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		<p>more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>Students also acquire the habit of reading independently and closely, which are essential to their future success.</p>
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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Informational</b>	
<b>Key Ideas and Details</b>		
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.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include inferred and literal meanings. Students in the ninth grade should be introduced to the skill of determining the difference between –strong evidence and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. In grade 10, these skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. As students continue to determine a central ideal of a text in high school, they need to examine not only how a central idea is developed but also how details in the text influence and add to a central idea. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings. Students need to examine how an author builds an opinion or a study with key details, paying close attention to how the ideas are introduced, sequenced, and developed. Finding connections between ideas should be reviewed.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Informational</b>	
<b>Craft and Structure</b>		
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.	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).	After determining the figurative, connotative, and technical meanings of words and phrases as they are used in a text, students need to consider the significant influence of the author’s word choice <i>as a whole</i> on the text’s tone or overall understanding. Ninth grade students should begin to understand that an author’s word choice is selective and deliberate. They should be aware that the collective effect of words influences the tone and meaning of text. By tenth grade, students should notice the connection between the words that the author chose and the point that the author was making.
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.	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).	When examining the development of an author’s ideas, students should pay attention to how specific parts of the text enhance a thought or expand an idea. After establishing what an author’s purpose or point of view is in a text, they should examine how the language is used effectively especially considering any persuasive techniques the author might use to influence readers.
6. Assess how point of view or purpose shapes the content and style of a text.	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.	

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<b>Integration of Knowledge and Ideas</b>		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.	When examining several texts that share the same subject but use different vehicles or modes to communicate, students should be able to judge what details are emphasized in each account. In the ninth grade students should be able to recognize various accounts of a subject told in multiple forms and acknowledge characteristics of each. By tenth grade students should expand their reasoning to include what each version stressed or called attention to and how that influenced the account. Students are asked to evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof. They need to pinpoint any statements that are false and judge if any of the author’s reasoning is misleading. Ninth grade students need to be able to evaluate sources. They need to understand what a reliable source is and what makes one questionable. In looking at an author’s argument, they need to question the facts presented and be able to objectively determine if they are indeed credible. Many students in the ninth grade still believe that if it is in print, it is true. Having the tools to legitimately evaluate sources is very important at this level. Ninth and tenth grade students will study and evaluate influential U.S. documents especially how they deal with similar themes and concepts. In grade nine these documents could be studied as part of the literary nonfiction genre. In grade ten they could be incorporated into the global perspective as a comparison to other similar documents from outside the U.S.
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.	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.	
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.	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s -Letter from Birmingham Jail), including how they address related themes and concepts.	

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<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Reading Informational</b>	
<b>Range of Reading and Level of Text Complexity</b>		
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>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, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.</p> <p>The Standards emphasize arguments and other literary nonfiction that contain informational text structures rather than narrative literary non-fiction that tells a story such as memoirs and biographies.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>

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		<p>Standard 10 defines a grade-by-grade –staircase of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>Students also acquire the habit of reading independently and closely, which are essential to their future success.</p>
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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH I-II
<b>College and Career Readiness Anchor Standards for Writing</b>	<b>Writing</b>	
<b>Text Types and Purposes</b>		
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major</p>	<p>The CCSS emphasize students’ ability to produce strong arguments on important topics or texts. Students in the ninth and tenth grades should write argumentative papers that support their analysis of a text or topic using enough relevant evidence to legitimately support their claim(s). Students need to understand how much evidence is needed to satisfactorily support a point. At the ninth grade level, students need to learn how to introduce their argument(s) clearly and accurately with regard to counterclaims. Students should build on this skill in the tenth grade with students using concise and effective language that supports the organization of their argument. Students should structure their argument so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence. As students develop their argument, they should treat their claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have. Students at this level should develop unity and consistency in their text with their words and structure, paying attention to the relationships they create between the claims, counterclaims, evidence, and reason. They also should maintain an appropriate style and tone for the task – omitting personal bias. Students should conclude with a statement that supports the argument.</p>

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	<p>sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Students are expected to write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. They should effectively select, organize, and analyze their content.</p> <p>Selecting includes:</p> <ul style="list-style-type: none"> <li>Using relevant and sufficient facts, definitions, details, and quotes</li> <li>Using sources that are appropriate to task, audience, and purpose</li> <li>Choosing precise words and domain-specific vocabulary</li> </ul> <p>Organizing includes:</p> <ul style="list-style-type: none"> <li>introducing a topic</li> <li>arranging ideas, concepts, and information to show interrelationships</li> <li>formatting effectively</li> <li>developing a topic</li> <li>organizing graphics</li> <li>providing multimedia when useful</li> <li>using transitions to link together the major sections of the text</li> <li>Write a concluding statement that supports the information presented</li> <li>Choosing a formal style and objective tone</li> </ul> <p>Analyzing includes:</p> <ul style="list-style-type: none"> <li>Deciding what organization is most effective for purpose, audience, and task.</li> <li>Determining how many facts, definitions, details, quotations and other information are needed.</li> </ul>
<p>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. Deliverately.</p>	<p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia</p>	

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	<p>when useful to aiding comprehension.</p> <p>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.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,</p>	<p>To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. These skills work in tandem with reading expectations--as expressed in the reading standards for informational texts--so that students are examining authors’ craft and style and applying what they have observed to their own writing. In the ninth grade as students explore writing informational text they need to learn how to make deliberate choices as writers. They need to understand that establishing task, audience, and purpose prior to writing will then influence their word choice, the supporting details they choose, the tone they use, and the organizational features they will need to effectively communicate. Ninth graders should learn <i>how</i> to organize their writing. Often students do not see the correlation between developing a topic and organizing a paper. As students become more skilled with writing informational texts, they should pay more attention to the words they use to communicate ideas. They should develop a strong formal style appropriate for their task. They should be able to maintain a tone that is free of bias. They should learn how to integrate multimedia when appropriate and effective.</p>
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	<p>articulating implications or the significance of the topic).</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting,</li> </ul>	<p>Students are expected to write narratives – conveying an experience that is real or imagined – and using time as its deep structure. The writing should have form or structure based on a progression of events that build upon each other. As with all good writing, students should select effective details using precise language. They should establish point of view(s), introduce a narrator, provide characters, and present a situation. Students should be aware of and apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures. Students should provide a conclusion to the events they set out at the beginning of their narrative.</p>

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	and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH I-II
<b>College and Career Readiness Anchor Standards for Writing</b>	<b>Writing</b>	
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.)	High school students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s style, organization, and development of a topic.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.	Students should plan their writing, develop strong revising and editing skills, rewrite or try a different approach always mindful of the audience and the purpose for the writing. They need to determine what details or information is most important for a particular audience and specific purpose. They need to understand writing as a process rather than solely as a product. Writing as a process requires thinking and being able to articulate those thoughts.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	CCSS recognizes that students need to be able to use technology strategically when creating, refining, and collaborating on writing. Students should not only use technology for producing and publishing writing but also to collaborate with others.

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<b>College and Career Readiness Anchor Standards for Writing</b>	<b>Writing</b>	
<b>Research to Build and Present Knowledge</b>		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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.	<p>In the CCSS research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.</p> <p>High school students need to learn how to synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. To accomplish this, students need to be able to recognize what is important in a source, how it supports the topic, and how it relates to other source information. They need to find information that is relevant from reliable and authoritative sources. Students should be adept at using advance searches finding print and digital sources that answer their research question. They should know how to integrate the information effectively, avoiding plagiarism and using a standard format for citation.</p>
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.	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.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	

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	<p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., –Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., –Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning)).</p>	
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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH I-II
<b>College and Career Readiness Anchor Standards for Writing</b>	<b>Writing</b>	
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	CCSS expect students to have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

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CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING - ENGLISH I-II
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>		
<p>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.</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with 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</p>	<p>By the ninth grade, students will be accustomed to engaging in a range of collaborative discussions. Students should begin to become comfortable in engaging others in these discussions. Initiation of conversations may start by asking more questions, reflecting on something that happened to the student personally, or connecting to observations and other reading experiences.</p> <p>Students should produce the desired result of persuading others to accept an individual viewpoint.</p> <p>To engage in effective and clear communication, students should:</p> <ul style="list-style-type: none"> <li>• Be prepared—read and identify relevant evidence from pertinent texts and other outside readings/experiences to support a point and actively engage in meaningful and well-reasoned conversation.</li> <li>• Work collaboratively with classmates—establish fair rules for discussion and the ability to present differing opinions with civility. Students need to have an idea of what a GOOD discussion is to make those rules--provide strong examples of collegial discussions so they may model their rules after these examples.</li> <li>• Keep conversation going—take smaller ideas and apply those to identify universal themes, engage less-vocal classmates in</li> </ul>



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	reasoning or exaggerated or distorted evidence.	
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<b>College and Career Readiness Anchor Standards Speaking and Listening</b>	<b>Speaking and Listening</b>	
<b>Presentation of Knowledge and Ideas</b>		
<p>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.</p>	<p>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.</p>	<p>9<sup>th</sup> and 10<sup>th</sup> graders should be comfortable making their writing appropriate for purpose, audience, and task. It should be a seamless transition to communicate information and evidence as a <u>speaker</u> with this same focus on purpose, audience and task.</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>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.</p>	<p>Students in the ninth and tenth grade should concentrate on using digital media in order to create an effect. Instead of just incorporating digital media to make something that is visually appealing, choices should be made with purpose – to enhance the findings and reasoning of the finished product.</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students will continue to learn to speak to a variety of audiences and adapt speech as necessary. The discussion of formal English should take place so students understand that IM (Instant Messaging), text abbreviations, and slang are inappropriate in most cases when presenting knowledge and ideas.</p>

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<b>College and Career Readiness Anchor Standards for Language</b>	<b>Language</b>	
<b>Conventions of Standard English</b>		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>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.</p>	<p>To succeed academically and professionally, students must have a strong command of the grammar and usage of spoken and written standard English. Many of the conventions-related standards are as appropriate to formal spoken English as they are to formal written English. Language choice is a matter of craft for both writers and speakers.</p> <p>The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.</p> <p>* Parallel structure requires continual attention in higher grades as it is applied to increasingly sophisticated writing and speaking.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a</p>	<p>Also at this grade level, specific attention is given to phrases and clauses.</p> <p>9<sup>th</sup> and 10<sup>th</sup> grade students should become more adept at using semicolons and colons.</p>

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	list or quotation. c. Spell correctly.	
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<b>College and Career Readiness Anchor Standards for Language</b>	<b>Language</b>	
<b>Knowledge of Language</b>		
<p>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.</p>	<p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>Students in the 9<sup>th</sup> and 10<sup>th</sup> grades will apply what they know about language to understand HOW language will function in various forms—<i>how</i> a student comprehends when reading and listening and <i>how</i> a student uses style when speaking.</p> <p>As well, students at this level should be able to use style manuals appropriate for the writing context.</p>

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<b>College and Career Readiness Anchor Standards for Language</b>	<b>Language</b>	
<b>Vocabulary Acquisition and Use</b>		
<p>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.</p>	<p>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.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to</p>	<p>CCSS expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. Students will determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases. This will be accomplished through use of the following:</p> <ul style="list-style-type: none"> <li>• context clues</li> <li>• patterns of word changes</li> <li>• dictionaries and thesauruses</li> </ul>

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	<p>find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>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).</p>	<p>Students at this level should also be able to explain their understanding of figurative language, word relationships and subtle differences in word meanings. As well, students should be able to explore words that have similar literal meanings.</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Students at this level should be comfortable incorporating appropriate vocabulary into their modes of communication. They should take the initiative to accumulate vocabulary that is necessary to understand while reading, writing, speaking, and listening.</p> <p>General academic words are more likely to appear in written text rather than in speech they often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable.</p> <p>Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge, they are more common in informational texts. (CCSS, Appendix A, p.33)</p>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase</p>	<p>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</p>	

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important to comprehension or expression.	important to comprehension or expression	
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