

English 1 (Grade 9) Yearlong English Language Arts Map

Resources: Approved from Board of Education			Assessments: PARCC Assessments, Performance Series, District Benchmark Assessments			
Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.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.	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly	
Reading: Literature	Key Ideas and Details	R.CCR.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.	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of inferences drawn from the text	inference
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details	

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Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.9-10.3 Analyze how complex characters develop over the course of a text	complex character
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.9-10.3 Analyze how complex characters interact with other characters in a text	complex character
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.9-10.3 Analyze how complex characters advance the plot of a text	complex character

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Reading: Literature	Craft and Structure	R.CCR.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.	RL.9-10.4	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).	RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	
Reading: Literature	Craft and Structure	R.CCR.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.	RL.9-10.4	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).	RL.9-10.4 Analyze the cumulative impact of specific word choices on meaning and tone	tone

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Craft and Structure	R.CCR.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.	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RL.9-10.5 Analyze how an author's choices concerning how to structure a text create such effects as mystery, tension, or surprise	flashback parallel plots
Reading: Literature	Craft and Structure	R.CCR.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.	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RL.9-10.5 Analyze how an author's choices concerning how to order events create such effects as mystery, tension, or surprise	parallel plots
Reading: Literature	Craft and Structure	R.CCR.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.	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RL.9-10.5 Analyze how an author's choices concerning how to manipulate time create such effects as mystery, tension, or surprise	flashback
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.9-10.7	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).	RL.9-10.7 Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.9-10.7	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).	RL.9-10.7 Analyze the representation of a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.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.	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work	

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Reading: Literature	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, 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.	RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, 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.	
Reading: Informational Text	Key Ideas and Details	R.CCR.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.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	explicit
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details	

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	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2 Provide an objective summary of the text	
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them	
Reading: Informational Text	Craft and Structure	R.CCR.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.	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	connotative figurative meaning technical meaning tone

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Reading: Informational Text	Craft and Structure	R.CCR.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.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text	claim
	Craft and Structure	R.CCR.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.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RI.9-10.6 Determine an author's point of view or purpose in a text	
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RI.9-10.6 Analyze how an author uses rhetoric to advance a point of view or purpose	rhetoric

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Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.9-10.7	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.	RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account	account medium
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8 Delineate the argument and specific claims in a text	delineate
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8 Evaluate the argument and specific claims in a text	

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Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8 Assess whether reasoning is valid and the evidence (in a text) is relevant and sufficient	fallacious reasoning
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8 Identify false statements and fallacious reasoning in a text	fallacious reasoning
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts	

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Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.9-10.10	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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	RI.9-10.10 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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10. 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1a	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.	W.9-10.1a Introduce precise claims and distinguish claims from alternate or opposing claims	

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Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1b	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.	W.9-10.1b 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	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1c	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.	W.9-10.1c Write 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	cohesion
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	convention norms tone objective tone

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Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	W.9-10.1e Write a concluding statement or section that follows from and supports the argument presented	
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2	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.	W.9-10.2 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	
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2a	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.	W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension	
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2b	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.	W.9-10.2b 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	

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Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	W.9-10.2c Write with appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	W.9-10.2d Write with precise language and domain-specific vocabulary to manage the complexity of the topic	
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	tone
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3a	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.	W.9-10.3a 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	orient

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Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	W.9-10.3b Develop experiences, events, and/or characters by using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	W.9-10.3c Write with a variety of techniques to sequence events so that they build on one another to create a coherent whole	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.9-10.3d Write precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.9-10.3e Write a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	
Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.9-10-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	

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Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience	
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.9-10.6	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.	W.9-10.6 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	
Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate	inquiry synthesize

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.9-10.7 Synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation	synthesize
Writing	Research to Build and Present Knowledge	W.CCR.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.	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question	citation plagiarism

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Research to Build and Present Knowledge	W.CCR.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.	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	W.9-10.8 Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation	citation plagiarism
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9a	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]”).	W.9-10.9a Apply grades 9–10 Reading standards to literature	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9b	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”).	W.9-10.9b Apply grades 9–10 Reading standards to literary nonfiction	
Writing	Range of Writing	W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1a	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.	SL.9-10.1a Prepare for discussions, having read and researched material under study	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1a	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.	SL.9-10.1a Draw explicitly 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	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1b	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.	SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making	collegial discussion informal consensus
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1b	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.	SL.9-10.1b Work with peers to set clear goals and deadlines	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1b	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.	SL.9-10.1b Work with peers to set rules for individual roles as needed	collegial discussion informal consensus

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1c	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.	SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas	propel
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1c	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.	SL.9-10.1c Incorporate others into the discussion actively	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1c	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.	SL.9-10.1c Clarify, verify, or challenge ideas and conclusions	verify

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1d	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.	SL.9-10.1d Respond thoughtfully to diverse perspectives	perspective qualify
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1d	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.	SL.9-10.1d Summarize points of agreement and disagreement	perspective qualify
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1d	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.	SL.9-10.1d Qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented when warranted	perspective qualify

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats	accuracy credibility quantitatively
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SL.9-10.2 Evaluate the credibility and accuracy of each source	accuracy credibility quantitatively
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	rhetoric
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.9-10.3 Identify any fallacious reasoning or exaggerated or distorted evidence	rhetoric

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.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.	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning	organization
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.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.	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL.9-10.4 Present information, findings, and supporting evidence in which the organization, development, substance, and style are appropriate to purpose, audience, and task	organization substance
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.9-10.1 Write or speak with command of the conventions of standard English grammar and usage when writing or speaking	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.9-10.1a	Use parallel structure.*	L.9-10.1a Write or speak with parallel structure	parallel structure
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.9-10.1b	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.	L.9-10.1b Write or speak with various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations	dependent clause independent clause participle
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2 Write with command of the conventions of standard English capitalization, punctuation, and spelling	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	L.9-10.2a Use a semicolon to link two or more closely related independent clauses	conjunctive adverb semicolon
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2b	Use a colon to introduce a list or quotation.	L.9-10.2b Use a colon to introduce a list or quotation	colon

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2c	Spell correctly.	L.9-10.2c Spell correctly	
Language	Knowledge of Language	L.CCR.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.	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	
Language	Knowledge of Language	L.CCR.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.	L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type	style manual
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.9-10.4	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.	L.9-10.4 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	
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.9-10.4a	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.	L.9-10.4a Use context as a clue to the meaning of a word or phrase	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech	
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.9-10.4c	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.	L.9-10.4c Consult general and specialized reference materials, 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	etymology
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.9-10.4d	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).	L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	figurative language
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	L.9-10.5a Interpret figures of speech in context and analyze their role in the text	euphemism oxymoron

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	L.9-10.5b Analyze nuances in the meaning of words with similar denotations	nuance
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 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 important to comprehension or expression.	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.9-10.6 Acquire and accurately apply general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level	
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 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 important to comprehension or expression.	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.9-10.6 Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression	

English 2 (Grade 10) Yearlong English Language Arts Map

Resources: Approved from Board of Education			Assessments: PARCC Assessments, Performance Series, District Benchmark Assessments			
Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.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.	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly	inference
Reading: Literature	Key Ideas and Details	R.CCR.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.	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of inferences drawn from the text	
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL.9-10.2 Provide an objective summary of the text	
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.9-10.3 Analyze how complex characters develop over the course of a text	complex character
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.9-10.3 Analyze how complex characters interact with other characters in a text	
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.9-10.3 Analyze how complex characters advance the plot of a text	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.9-10.3 Analyze how complex characters develop the theme	
Reading: Literature	Craft and Structure	R.CCR.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.	RL.9-10.4	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).	RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	
Reading: Literature	Craft and Structure	R.CCR.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.	RL.9-10.4	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).	RL.9-10.4 Analyze the cumulative impact of specific word choices on meaning and tone	tone

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Craft and Structure	R.CCR.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.	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RL.9-10.5 Analyze how an author's choices concerning how to structure a text create such effects as mystery, tension, or surprise	flashback parallel plots
Reading: Literature	Craft and Structure	R.CCR.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.	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RL.9-10.5 Analyze how an author's choices concerning how to order events create such effects as mystery, tension, or surprise	flashback parallel plots
Reading: Literature	Craft and Structure	R.CCR.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.	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RL.9-10.5 Analyze how an author's choices concerning how to manipulate time create such effects as mystery, tension, or surprise	flashback parallel plots
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.9-10.7	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).	RL.9-10.7 Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.9-10.7	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).	RL.9-10.7 Analyze the representation of a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.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.	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, 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.	RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, 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.	
Reading: Informational Text	Key Ideas and Details	R.CCR.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.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	explicit
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2 Provide an objective summary of the text	
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them	
Reading: Informational Text	Craft and Structure	R.CCR.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.	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	figurative meaning connotative technical meaning tone
Reading: Informational Text	Craft and Structure	R.CCR.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.	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	RI.9-10.4 Analyze the cumulative impact of specific word choices on meaning and tone	figurative meaning connotative technical meaning tone

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Reading: Informational Text	Craft and Structure	R.CCR.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.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text	claim
	Craft and Structure	R.CCR.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.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RI.9-10.6 Determine an author's point of view or purpose in a text	
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RI.9-10.6 Analyze how an author uses rhetoric to advance a point of view or purpose	rhetoric
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.9-10.7	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.	RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account	medium account
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8 Delineate the argument and specific claims in a text	delineate fallacious reasoning

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Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8 Evaluate the argument and specific claims in a text	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8 Assess whether reasoning is valid and the evidence (in a text) is relevant and sufficient	delineate fallacious reasoning
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8 Identify false statements and fallacious reasoning in a text	delineate fallacious reasoning
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.9-10.10	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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	RI.9-10.10 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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10. 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1a	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.	W.9-10.1a Introduce precise claims and distinguish claims from alternate or opposing claims	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1a	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.	W.9-10.1a Create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1b	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.	W.9-10.1b 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	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1c	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.	W.9-10.1c Write 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	cohesion
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	convention norms tone objective tone
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	W.9-10.1e Write a concluding statement or section that follows from and supports the argument presented	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2	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.	W.9-10.2 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	
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2a	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.	W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension	
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2b	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.	W.9-10.2b 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	
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	W.9-10.2c Write with appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	

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Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	W.9-10.2d Write with precise language and domain-specific vocabulary to manage the complexity of the topic	
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	tone
Writing	Text Types and Purposes	W.CCR.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.	W.9-10.2f	Provide a concluding statement or section that follows from and supports the argument presented.	W.9-10.2f Provide a concluding statement or section that follows from and supports the argument presented.	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	

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Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3a	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.	W.9-10.3a 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.	orient
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	W.9-10.3b Develop experiences, events, and/or characters by using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	W.9-10.3c Write with a variety of techniques to sequence events so that they build on one another to create a coherent whole	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.9-10.3d Write precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.9-10.3e Write a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	

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Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.9-10-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	
Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience	
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.9-10.6	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.	W.9-10.6 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	
Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate	inquiry synthesize

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Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.9-10.7 Synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation	inquiry synthesize
Writing	Research to Build and Present Knowledge	W.CCR.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.	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question	citation plagiarism

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Writing	Research to Build and Present Knowledge	W.CCR.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.	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	W.9-10.8 Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation	citation plagiarism
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9a	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]”).	W.9-10.9a Apply grades 9–10 Reading standards to literature	

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Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9b	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”).	W.9-10.9b Apply grades 9–10 Reading standards to literary nonfiction	
Writing	Range of Writing	W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1a	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.	SL.9-10.1a Prepare for discussions, having read and researched material under study	

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1a	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.	SL.9-10.1a Draw explicitly 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	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1b	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.	SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making	collegial discussion informal consensus
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1b	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.	SL.9-10.1b Work with peers to set clear goals and deadlines	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1b	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.	SL.9-10.1b Work with peers to set rules for individual roles as needed	collegial discussion informal consensus

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1c	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.	SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas	propel verify
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1c	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.	SL.9-10.1c Incorporate others into the discussion actively	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1c	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.	SL.9-10.1c Clarify, verify, or challenge ideas and conclusions	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1d	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.	SL.9-10.1d Respond thoughtfully to diverse perspectives	perspective qualify

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1d	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.	SL.9-10.1d Summarize points of agreement and disagreement	perspective qualify
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.9-10.1d	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.	SL.9-10.1d Qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented when warranted	perspective qualify
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats	credibility accuracy quantitatively
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SL.9-10.2 Evaluate the credibility and accuracy of each source	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	rhetoric
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.9-10.3 Identify any fallacious reasoning or exaggerated or distorted evidence	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.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.	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning	organization substance
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.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.	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL.9-10.4 Present information, findings, and supporting evidence in which the organization, development, substance, and style are appropriate to purpose, audience, and task	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.9-10.1 Write or speak with command of the conventions of standard English grammar and usage when writing or speaking	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.9-10.1a	Use parallel structure.*	L.9-10.1a Write or speak with parallel structure	parallel structure
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.9-10.1b	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.	L.9-10.1b Write or speak with various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations	participle independent clause dependent clause
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2 Write with command of the conventions of standard English capitalization, punctuation, and spelling	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	L.9-10.2a Use a semicolon to link two or more closely related independent clauses	semicolon conjunctive adverb
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2b	Use a colon to introduce a list or quotation.	L.9-10.2b Use a colon to introduce a list or quotation	colon
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2c	Spell correctly.	L.9-10.2c Spell correctly	
Language	Knowledge of Language	L.CCR.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.	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	
Language	Knowledge of Language	L.CCR.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.	L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type	style manual

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.9-10.4	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.	L.9-10.4 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	
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.9-10.4a	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.	L.9-10.4a Use context as a clue to the meaning of a word or phrase	
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech	
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.9-10.4c	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.	L.9-10.4c Consult general and specialized reference materials, 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	etymology

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.9-10.4d	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).	L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	figurative language
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	L.9-10.5a Interpret figures of speech in context and analyze their role in the text	euphemism oxymoron
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	L.9-10.5b Analyze nuances in the meaning of words with similar denotations	nuance
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 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 important to comprehension or expression.	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.9-10.6 Acquire and accurately apply general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 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 important to comprehension or expression.	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.9-10.6 Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression	

English 3 (Grade 11) Yearlong English Language Arts Map

Resources: Approved from Board of Education			Assessments: PARCC Assessments, Performance Series, District Benchmark Assessments			
Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.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.	RL.11-12.1	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly	
Reading: Literature	Key Ideas and Details	R.CCR.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.	RL.11-12.1	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of inferences drawn from the text, including determining where the text leaves matters uncertain	
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.11-12.2	RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account	
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.11-12.2	RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL.11-12.2 Provide an objective summary of the text	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.11-12.3	RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama	
Reading: Literature	Craft and Structure	R.CCR.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.	RL.11-12.4	RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	
Reading: Literature	Craft and Structure	R.CCR.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.	RL.11-12.4	RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RL.11-12.4 Analyze the impact of specific word choice on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Craft and Structure	R.CCR.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.	RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5 Analyze how author's choices concerning text structure contribute to its overall meaning as well as its aesthetic impact	
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant	irony sarcasm satire understatement
Reading: Literature	Integration of Knowledge of Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text	
Reading: Literature	Integration of Knowledge of Ideas	R.CCR.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.	RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	RL.11-12.9 Analyze 18th, 19th, and 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	RL.11-12.10 By the end of grade 12 read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading: Informational Text	Key Ideas and Details	R.CCR.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.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly	
Reading: Informational Text	Key Ideas and Details	R.CCR.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.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1 Cite strong and thorough textual evidence to support inferences drawn from the text, including determining where the text leaves matters uncertain	
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2 Provide an objective summary of the text	
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text	
Reading: Informational Text	Craft and Structure	R.CCR.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.	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings	technical meaning
Reading: Informational Text	Craft and Structure	R.CCR.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.	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4 Analyze how word choice informs meaning and tone	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Craft and Structure	R.CCR.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.	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	RI.11-12.5 Analyze 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	exposition
Reading: Informational Text	Craft and Structure	R.CCR.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.	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	RI.11-12.5 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	
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective	rhetoric
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6 Analyze how style and content contribute to the power, persuasiveness or beauty of the text	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.11-12.7	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.	RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	RI.11-12.8 Delineate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	RI.11-12.8 Evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.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.	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	RI.9-10.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.	rhetoric rhetorical features

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.11-12.10	By the end of grade 11 read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.	RI.11-12.10 By the end of grade 11 read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1a	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.	W.11-12.1a Create an organization that logically sequences claims, counterclaims, reasons, and evidence	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1b	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.	W.11-12.1b 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	bias
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1c	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.	W.11-12.1c Write 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	syntax
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	analogy
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.	W.11-12.1e Write a concluding statement or section that follows from and supports the argument presented	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.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.	W.11-12.2	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.	W.11-12.2 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	
Writing	Text Types and Purposes	W.CCR.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.	W.11-12.2a	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.	W.11-12.2a 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, graphics, and multimedia when useful to aiding comprehension	
Writing	Text Types and Purposes	W.CCR.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.	W.11-12.2b	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.	W.11-12.2b 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	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.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.	W.11-12.2c	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.	W.11-12.2c Write with 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	syntax
Writing	Text Types and Purposes	W.CCR.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.	W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic	analogy
Writing	Text Types and Purposes	W.CCR.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.	W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	
Writing	Text Types and Purposes	W.CCR.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.	W.11-12.2f	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).	W.11-12.2f Write with a concluding statement or section that follows from and supports the information or explanation presented	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3a	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.	W.11-12.3a Describe a problem, situation, or observation and its significance; establish one or multiple point(s) of view, and introduce a narrator and/or characters to engage and orient the reader; create a smooth progression of experiences or events	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	W.11-12.3b Write with narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3c	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).	W.11-12.3c Write with 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	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.11-12.3d Write precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.11-12.3e Write a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	
Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	
Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience	
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.11-12.6	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.	W.11-12.6 Produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information, using technology	

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Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	synthesize
Writing	Research to Build and Present Knowledge	W.CCR.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.	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience	

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Writing	Research to Build and Present Knowledge	W.CCR.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.	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	W.11-12.8 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	
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9a	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”).	W.11-12.9a Apply grades 11–12 Reading standards to literature	

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Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9b	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]”).	W.11-12.9b Apply grades 11–12 Reading standards to literary nonfiction	
Writing	Range of Writing	W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	W.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively	

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1a	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.	SL.11-12.1a Prepare for discussions, having read and researched material under study	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1a	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.	SL.11-12.1a Draw explicitly 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	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making	democratic discussion
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SL.11-12.1b Work with peers to set clear goals and deadlines	

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SL.11-12.1b Work with peers to establish individual roles as needed	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1c	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.	SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence	hearing
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1c	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.	SL.11-12.1c Promote divergent and creative perspectives	hearing
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1d	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.	SL.11-12.1d Respond thoughtfully to diverse perspectives	

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1d	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.	SL.11-12.1d Synthesize comments, claims, and evidence made on all sides of an issue	synthesize
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1d	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.	SL.11-12.1d Resolve contradictions when possible	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.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.	SL.11-12.1d	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.	SL.11-12.1d Determine what additional information or research is required to deepen the investigation or complete the task	

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SL.11-12.2 Make informed decisions and solve problems	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SL.11-12.2 Evaluate credibility and accuracy of each source and note any discrepancies among the data	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	premise rhetoric stance

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3 Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used	premise rhetoric stance
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1 Write or speak with command of the conventions of standard English grammar and usage	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1a Write or speak with the understanding that usage is a matter of convention, can change over time, and is sometimes contested	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1b	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.	L.11-12.1b Resolve issues of complex or contested usage, consulting references as needed	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2 Write with command of the conventions of standard English capitalization, punctuation, and spelling	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2a	Observe hyphenation conventions.	L.11-12.2a Write with command of hyphenation conventions	hyphen
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2b	Spell correctly.	L.11-12.2b Spell Correctly	
Language	Knowledge of Language	L.CCR.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.	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3 Apply knowledge of language to understand how language functions in different contexts	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Knowledge of Language	L.CCR.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.	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3 Apply knowledge of language to make effective choices for meaning or style	
Language	Knowledge of Language	L.CCR.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.	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3 Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type	
Language	Knowledge of Language	L.CCR.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.	L.11-12.3a	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.	L.11-12.3a Vary syntax for effect, consulting references for guidance as needed	syntax
Language	Knowledge of Language	L.CCR.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.	L.11-12.3a	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.	L.11-12.3a Apply an understanding of syntax to the study of complex texts when reading	syntax

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.11-12.4	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.	L.11-12.4 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	
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.11-12.4a	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.	L.11-12.4a Use context as a clue to the meaning of a word or phrase	
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.11-12.4c	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.	L.11-12.4c Consult general and specialized reference materials, 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	etymology
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.11-12.4d	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).	L.11-12.4d Verify the preliminary determination of the meaning of a word or phrase	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	L.11-12.5a Interpret figures of speech in context and analyze their role in the text	hyperbole nuance paradox
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	L.11-12.5b Analyze nuances in the meaning of words with similar denotations	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 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 important to comprehension or expression.	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6 Acquire and accurately apply general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level	
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 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 important to comprehension or expression.	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6 Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression	