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Credits

Grateful recognition is made to their following individuals for their level of expertise and dedicated work.

Members:

Rita Petrullo    Frankford
Jessica Tryde    Frankford
Jennifer Thompson Frankford
Greg Symons      Frankford
Lisa Huber       Frankford
Bethany Sanders  Lafayette
Kelly Salerno    Lafayette
Bonnie Synol     Sussex Wantage
Carol Martyniuk  Sussex Wantage

Appreciation to the following members for their organization and guidance:

Dr. Genene Pagliaro Frankford & Lafayette   Susan Petrick Sussex Wantage
Philosophy

The language arts are integrative, interactive ways of communicating that develop through reading, writing, speaking, listening, and viewing. The language arts are interdependent processes that inform and enrich each other, more often than not merging in an integrated act of learning and knowing. Learners achieve language arts literacy not by adding skills one-by-one to their repertoire, but rather by using and exploring language in its many dimensions. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

Teaching is an art. The artist inspires young minds to enjoy exciting literature and to be expressive and articulate through pen and speech.
Holocaust Education

The Regional Districts of Frankford, Lafayette, and Sussex Wantage address the ACT regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes, through the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, AntiBullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.

2a. Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.

2b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey can be accessed through the following links:

http://www.state.nj.us/education/holocaust/

K-4 Curriculum Guide:

- Caring Makes a Difference

5-8 Curriculum Guide:

- To Honor All Children, part one (1.81 MB, PDF)
- To Honor All Children, part two (5.82 MB, PDF)
- To Honor All Children, part three (2.34 MB, PDF)
- To Honor All Children, part four (6.15 MB, PDF)
**Goals**

To become productive members of society, the students will need to develop social and self-awareness and the ability to communicate effectively through all components of language arts. The goals of the Regional Language Arts Curriculum are for students to become lifelong readers, acquire knowledge, express themselves creatively, and develop skills in critical thinking and problem solving.

The students will read, write, speak, listen, and view for various purposes from a variety of materials. Students will use non-textual visual information as well as technology to acquire and share information. Students will develop self-management skills that will enable them to use these abilities throughout their daily lives.

In order to accomplish these goals, the language arts classroom should be purposeful, stimulating to the senses, and engaging for all types of learners. It should include varied activities, materials, and technology for visual, auditory, and kinesthetic learners. Classroom organization should provide opportunities for individual work as well as partner and group collaboration. The classroom environment should be responsive to students’ personal and academic goals.
# Writing Units

## Expository/Explanatory

### Middle School Grades 6-8

**Topic:** Expository/Explanatory

**Unit’s Big Idea:** Writing is the process of communicating in print for a variety of audiences and purpose.

**Essential Questions:**
- How do writers use the writing process to convey ideas, inform others, and improve their work?
- How do writers consider audience?
- How do writers publish their writing and interact/collaborate with others?

**Enduring Understandings:**
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Rules, conventions of language, help readers understand what is being communicated.
- A writer selects a form based on audience and purpose.

**CPI’s Unit Objectives:**

**English Language Arts Standards**

**Students will be able to by the end of 8th grade**

**Reading Informational:**
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, as well as the ability to provide an objective summary.
- Analyze in detail the specific structure of a text, including how the major sections contribute to the whole and to the development of ideas.

**Writing:**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology to produce and publish writing, including linking to and citing sources.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Gather relevant information from multiple print and digital sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Listening and Speaking**
- Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of concepts and tasks demonstrating command of formal English when indicated or appropriate.

**Language Skills**
- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, and listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.
- Demonstrate understanding of figurative language word relationships, and nuances in in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following standards are correlated with the Common Core State Standards Initiative.
Copy of the standards is located at the end of the unit document and can also be accessed at: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

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<th>Civil Literacy</th>
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## 21st Century Skills

### Creativity and Innovation
- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

### Critical Thinking and Problem Solving
- Use various types of reasoning
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Synthesize and make connections between information and arguments
- Identify and ask significant questions that clarify various points of view

### Communication and Collaboration
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills
- Use communication for a range of purposes
- Utilize multiple media and technologies
- Demonstrate ability to work effectively and respectfully with diverse teams

### Information Literacy
- Access information efficiently and effectively
- Evaluate information critically and competently
- Use information accurately and creatively for the issue or problem
- Manage the flow of information from a wide variety of sources

### Information, Communication and Technology Literacy
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies

### Life and Career Skills
- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
- Set goals

### Interdisciplinary Connections
- Literature
- History
- Science
- Art
- Technology

### Media Literacy
- Understand and utilize the most appropriate media tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments
- Understand how and why media messages are constructed
- Examine how individual interpret messages differently, how values and points of view are included or excluded, and how media and influence beliefs and behaviors
# Poetry

## Middle School Grades 6-8  
**Topic:** Poetry

**Unit’s Big Idea:** The ability to read a variety of texts requires independence, comprehension, and fluency.

### Essential Questions:
- Why is poetry important?
- How is a poem different from other pieces of writing?
- How do poetic devices make a given poem more effective?
- Why are there so many common themes found in poetry?
- Why do readers interpret poetry differently?

### Enduring Understandings:
- Students will understand that poems are read for pleasure, instruction, and enlightenment.
- Students will recognize the connection between the poet’s life experience and their poetry.

### CPI’s Unit Objectives: Reading Standards
**Students will be able to by the end of 8th grade**
- Analyze theme or central idea of a text, including its relationship to characters, setting, plot, and theme.
- Evaluate author’s purpose, point of view, and style within a poem.
- Analyze poetry for literary elements.
- Analyze the structure and organization of a literary work.
- Explain the various uses and effectiveness of literary elements throughout a piece.

The following standards are correlated with the Common Core State Standards Initiative. Copy of the standards is located at the end of the unit document and can also be accessed at: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

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</table>
**Narrative Writing**

**Middle School Grades 6-8  Topic:** Narrative Writing

**Unit’s Big Idea:** Writing is the process of communicating in print for a variety of audiences and purpose.

**Essential Questions:**
- How do writers use the six traits, descriptive details, and elements of narration to develop real or imagined stories?
- How do writers use the writing process to improve their work?
- How do writers consider audience?
- How do writers publish their writing and interact/collaborate with others?

**Enduring Understandings:**
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Rules, conventions of language, help readers understand what is being communicated.
- A writer selects a form based on audience and purpose.

**CPI’s Unit Objectives:**

**Reading Standards Fictional Text**
- Determine theme and provide a summary
- Describe the unfolding of the plot
- Conclude word meaning through context clues
- Explain how author point of view is developed
- Compare and contrast reading, viewing, and listening of text
- Compare and contrast how forms of test approach theme
- Comprehend literature

**Writing Standards**
- Write narratives to develop real or imagined experiences or events using effective techniques
- Produce clear and coherent writing appropriate to task, purpose, and audience
- Develop and strengthen writing through the writing process
- Use technology to publish writing as well as collaborate with others
- Write routinely over time

The following standards are correlated with the Common Core State Standards Initiative.  
Copy of the standards is located at the end of the unit document and can also be accessed at:  

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## 21st Century Skills

### Creativity and Innovation
- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

### Critical Thinking and Problem Solving
- Use various types of reasoning
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Synthesize and make connections between information and arguments
- Identify and ask significant questions that clarify various points of view

### Communication and Collaboration
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills
- Use communication for a range of purposes
- Utilize multiple media and technologies
- Demonstrate ability to work effectively and respectfully with diverse teams

### Information Literacy
- Access information efficiently and effectively
- Evaluate information critically and competently
- Use information accurately and creatively for the issue or problem
- Manage the flow of information from a wide variety of sources

### Information, Communication and Technology Literacy
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies

### Life and Career Skills
- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
- Set goals

### Interdisciplinary Connections
- Literature
- History
- Science
- Art
- Technology

### Media Literacy
- Understand and utilize the most appropriate media tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments
Middle School Grades 6-8  Topic: Persuasive

Unit’s Big Idea: Writing is the process of communicating in print for a variety of audiences and purpose.

Essential Questions:
- How do writers effectively defend a position statement in order to persuade an audience?
- How do writers use the writing process to improve their work?
- How do writers consider audience?
- How do writers publish their writing and interact/collaborate with others?

Enduring Understandings:
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Rules, conventions of language, help readers understand what is being communicated.
- A writer selects a form based on audience and purpose.

CPI’s Unit Objectives : English Language Arts Standards

Students will be able to by the end of 8th grade

Reading Informational:
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing:
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Listening and Speaking
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
• Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
• Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
• Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
• Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language Skill**
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
• Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
• Form and use verbs in the active and passive voice.
• Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
• Recognize and correct inappropriate shifts in verb voice and mood.*
• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
• Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
• Use an ellipsis to indicate an omission.
• Spell correctly.
• Use knowledge of language and its conventions when writing, speaking, reading, or listening.
• Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
• Interpret figures of speech (e.g. verbal irony, puns) in context.
• Use the relationship between particular words to better understand each of the words.
• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following standards are correlated with the Common Core State Standards Initiative.
Copy of the standards is located at the end of the unit document and can also be accessed at: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
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Research Papers

Middle School Grades 6-8  Topic:  Research Papers

Unit’s Big Idea:  Writing is the process of communicating in print for a variety of audiences and purpose.

Essential Questions:

- How do writers use research to answer a question?
- How do writers evaluate the relevance and credibility of print and digital information?
- How do writers use the writing process to improve their work?
- How do writers consider audience?
- How do writers publish their writing and interact/collaborate with others?

Enduring Understandings:

- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Rules, conventions of language, help readers understand what is being communicated.
- A writer selects a form based on audience and purpose.

CPI’s Unit Objectives

By the end of sixth grade, the students will be able to:

1. Choose and narrow a research topic
2. Prepare a thesis statement (main purpose)
3. Take notes using color coded note cards that correspond to specific headings
4. Take notes in phrases and paraphrasing
5. Research their topics using a variety of sources (a minimum of 3)
6. Understand and identify plagiarism
7. Construct an outline (see outlining template)
8. Write a rough draft using outline and note cards
9. Apply basic rule of spelling, capitalization, punctuation, grammar, and sentence structure
10. Write a minimum of 5 paragraphs containing a topic sentence, a minimum of 3 supporting details, transition sentences, and a concluding sentence that support the main topic
11. Write a paper with an introductory and concluding paragraph that restates the thesis and synthesizes the information in the body of the paper
12. Apply revision and editing skills
13. Learn the basic format of a bibliography and/or works cited (www.noodletools.com)
14. Compose a minimum of a three page paper
15. Include diagrams and illustrations
By the end of seventh grade, the students will be able to:

1. Choose and narrow a research topic
2. Prepare a thesis statement (main purpose)
3. Take notes in phrases and paraphrasing remembering citation information
4. Research topics using a variety of sources
5. Evaluate sources for validity, reliability and appropriateness
6. Understand and identify plagiarism
7. Apply rules for in-text citations
8. Construct an outline (see outlining template)
9. Write a rough draft using outline and note cards and in-text citations
10. Apply basic rule of spelling, capitalization, punctuation, grammar, and sentence structure
11. Write paragraphs containing a topic sentence, a minimum of 3 supporting details, transitions, and a concluding sentence that support the main topic
12. Write an introduction that includes an attention grabber that supports the thesis statement
13. Write a paper with in-text citations an introduction, at least 3 paragraphs developing a controlled thesis statement, and concluding paragraph that restates the thesis and synthesizes the information in the body of the paper
14. Create a conclusion paragraph that restates the thesis statement (in different words) and makes a connection beyond the immediate paper
15. Apply revision and editing skills
16. Learn the basic format of a bibliography and/or works cited (www.noodletools.com)
17. Compose a minimum of a three page paper including diagrams and illustrations

By the end of eighth grade, the students will be able to:

1. Choose and narrow a research topic focused on a thesis statement (main purpose)
2. Take notes in phrases and paraphrasing remembering citation information
3. Research topics using a variety of sources
4. Establish criteria to evaluate sources for validity, reliability and appropriateness
5. Understand and identify plagiarism and apply rules for in-text citations
6. Compare and contrast paraphrasing and direct quotations and relationship to plagiarism
7. Construct an outline (see outlining template)
8. Write a rough draft using outline and note cards and in-text citations
9. Apply basic rule of spelling, capitalization, punctuation, grammar, and sentence structure
10. Write paragraphs containing a topic sentence, a minimum of 3 supporting details, transitions, and a concluding sentence that support the main topic
11. Write an introduction that includes an attention grabber that supports the thesis statement
12. Write a paper with in-text citations, an introduction, at least 3 paragraphs developing a controlled thesis statement, and concluding paragraph that restates the thesis and synthesizes the information in the body of the paper
13. Create a conclusion paragraph that restates the thesis statement (in different words) and makes a connection beyond the immediate paper
14. Apply revision and editing skills
15. Create works cited page (www.noodletools.com)
16. Compose a minimum of a three page paper including diagrams and illustrations
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### 21st Century Skills

#### Creativity and Innovation
- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

#### Critical Thinking and Problem Solving
- Use various types of reasoning.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Effectively analyze and evaluate evidence, arguments, claims and beliefs.
- Synthesize and make connections between information and arguments.
- Identify and ask significant questions that clarify various points of view.

#### Communication and Collaboration
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills.
- Use communication for a range of purposes.
- Utilize multiple media and technologies.
- Demonstrate ability to work effectively and respectfully with diverse teams.

#### Information, Communication and Technology Literacy
- Use technology as a tool to research, organize, evaluate and communicate information.
- Use digital technologies.

#### Life and Career Skills
- Incorporate feedback effectively.
- Deal positively with praise, setbacks and criticism.
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.
- Set goals.

#### Interdisciplinary Connections
- Literature
- History
- Science
- Art
- Technology

#### Media Literacy
- Understand and utilize the most appropriate media tools, characteristics and conventions.
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.
- Understand how and why media messages are constructed.
- Examine how individual interpret messages differently, how values and points of view are included or excluded, and how media and influence beliefs and behaviors.
## Reading Units

### Drama

**Middle School Grades 6-8**  
**Topic:** Drama

**Unit's Big Idea:** The ability to read a variety of texts requires independence, comprehension, and fluency.

**Essential Questions:**
- How does a dramatic piece differ from a novel?
- How does the affectation of lines being read in a play add to the emotions of the characters and the audience’s understanding?
- How can the use of dialogue make a literary work more or less effective?
- To what extent can a character’s actions influence the actions of a reader facing a similar challenge?

**Enduring Understandings:**
- Resolutions to conflicts found in drama can be applied to real life situations.
- Conflicts/themes are universal across time.
- Develop an appreciation of what makes quality drama.
- Develop a sense of the importance of setting (stage directions) in a drama.

**CPI’s Unit Objectives : Reading Standards**

**Students will be able to by the end of 8th grade**
- Analyze character conflicts and how they’re resolved
- Analyze theme or central idea of a text, including its relationship to characters, setting, plot, and theme.
- Evaluate author’s purpose, point of view, and style within a novel.
- Analyze drama for literary elements.
- Analyze the structure and organization of a literary work.
- Explain the various uses and effectiveness of dialogue throughout a piece.

The following standards are correlated with the Common Core State Standards Initiative.  
Copy of the standards is located at the end of the unit document and can also be accessed at: [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

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Novel

Middle School Grades 6-8  
Topic: Novel

Unit’s Big Idea: The ability to read a variety of texts requires independence, comprehension, and fluency.

Essential Questions:
- What makes one method of text organization more effective than the other?
- How do fact and opinion coexist in regards to persuasion?
- How do you interpret textual evidence for strong support?
- How do you use text specific vocabulary in every day conversation/writing?

Enduring Understandings:
- Resolutions to conflicts found in literature can be applied to real life situations.
- Conflicts/themes are universal across time.
- Develop an appreciation of what makes quality literature.

CPI’s Unit Objectives : Reading Standards
Students will be able to by the end of 8th grade
- Analyze character conflicts and how they’re resolved
- Analyze theme or central idea of a text, including its relationship to characters, setting, plot, and theme.
- Evaluate author’s purpose, point of view, and style within a novel.
- Analyze literature for literary elements.

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**Resources:**

To work toward assessment goal

- Regional Core Novels
  1. Roll of Thunder
  2. Devil’s Arithmetic
  3. Touching Spirit Bear
  4. Lion Witch and the Wardrobe
  5. The Pigman
  6. The Outsiders

- Individual Classroom Novels
  - to be determined based on student academic abilities
### 21st Century Themes

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Poetry

Middle School Grades 6-8  Topic: Poetry

Unit’s Big Idea: The ability to read a variety of texts requires independence, comprehension, and fluency.

Essential Questions:
• Why is poetry important?
• How is a poem different from other pieces of writing?
• How do poetic devices make a given poem more effective?
• Why are there so many common themes found in poetry?
• Why do readers interpret poetry differently?

Enduring Understandings:
• Students will understand that poems are read for pleasure, instruction, and enlightenment.
• Students will recognize the connection between the poet’s life experience and their poetry.

CPI’s Unit Objectives: Reading Standards
Students will be able to by the end of 8th grade
• Analyze theme or central idea of a text, including its relationship to characters, setting, plot, and theme.
• Evaluate author’s purpose, point of view, and style within a poem.
• Analyze poetry for literary elements.
• Analyze the structure and organization of a literary work.
• Explain the various uses and effectiveness of literary elements throughout a piece.

The following standards are correlated with the Common Core State Standards Initiative.
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- Work Creatively with Others
- Inferential Questioning
- Literary Terms
- Open ended responses
- Communicate Clearly
- Collaborate with Others
- Access and Evaluate Information
- Use and Manage Information
- Analyze Media
- Create Media Products
**Short Stories**

**Middle School Grades 6-8**  
**Topic:** Short Stories

**Unit’s Big Idea:** The ability to read a variety of texts requires independence, comprehension, and fluency.

**Essential Questions:**
- How does a short story differ from a novel?
- How can the use of dialogue make a literary work more or less effective?
- Why is one method of text organization more effective than another?
- To what extent can a character’s actions influence the actions of a reader facing a similar challenge?
- How do you interpret textual evidence for strong support?
- How do you use text specific vocabulary in every day conversation/writing?

**Enduring Understandings:**
- Resolutions to conflicts found in literature can be applied to real life situations.
- Conflicts/themes are universal across time.
- Develop an appreciation of what makes quality literature.

**CPI’s Unit Objectives : Reading Standards**  
**Students will be able to by the end of 8th grade**
- Analyze character conflicts and how they’re resolved
- Analyze theme or central idea of a text, including its relationship to characters, setting, plot, and theme.
- Evaluate author’s purpose, point of view, and style within a novel.
- Analyze literature for literary elements.
- Analyze the structure and organization of a literary work.
- Explain the various uses and effectiveness of dialogue throughout a piece.

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#### Creativity and Innovation
- Think Creatively
- Work Creatively with Others

#### Critical Thinking and Problem Solving
- Inferential Questioning
- Literary Terms
- Open ended responses

#### Communication and Collaboration
- Communicate Clearly
- Collaborate with Others

#### Information Literacy
- Access and Evaluate Information
- Use and Manage Information

#### Information, Communication and Technology Literacy
- Apply Technology Effectively

#### Life and Career Skills
- Adapt to Change and Be Flexible

#### Interdisciplinary Connections
- Health
- Social Studies
- Science

#### Media Literacy
- Analyze Media
- Create Media Products
Common Core Standards for English Language Arts Grades 6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.
comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

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

### Reading Standards for Literature 6–12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</td>
<td>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</td>
</tr>
<tr>
<td>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</td>
<td>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
<td>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
</tr>
<tr>
<td>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
<td>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</td>
<td>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
</tr>
<tr>
<td>6. Explain how an author develops the point of view of the narrator or speaker in a text. a. Explain how an author’s geographic location or culture affects his or her perspective.</td>
<td>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. a. Analyze stories, drama, or poems by authors who represent diverse world cultures.</td>
<td>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.</td>
</tr>
<tr>
<td>Grade 6 students:</td>
<td>Grade 7 students:</td>
<td>Grade 8 students:</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<tr>
<td>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</td>
<td>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</td>
<td>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</td>
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<td>8. (Not applicable to literature)</td>
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<tr>
<td>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</td>
<td>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</td>
<td>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</td>
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<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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</tr>
<tr>
<td>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</td>
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<tr>
<td><strong>Responding to Literature</strong></td>
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<tr>
<td>11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</td>
<td>11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</td>
<td>11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.</td>
</tr>
<tr>
<td>b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</td>
<td>b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</td>
<td>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</td>
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</tbody>
</table>
## Reading Standards for Literature 6–12

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

### Grades 9–10 students:

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
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</thead>
<tbody>
<tr>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<th>Craft and Structure</th>
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<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>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 <em>Landscape with the Fall of Icarus</em>).</td>
</tr>
<tr>
<td>a. Analyze works by authors or artists who represent diverse world cultures.</td>
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<tr>
<td>8. (Not applicable to literature)</td>
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<tr>
<td>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).</td>
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</table>

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<thead>
<tr>
<th>Range of Reading and Level of Text Complexity</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.</td>
</tr>
<tr>
<td>8. (Not applicable to literature)</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
**Grades 9–10 students:**

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, at the high end of the grades 9–10 text complexity band independently and proficiently.

**Responding to Literature**

11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
   a. Self-select text to respond and develop innovative perspectives.
   b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

**Reading Standards for Informational Text 6–12**

[RI]

<table>
<thead>
<tr>
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<td>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
<td>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</td>
</tr>
<tr>
<td>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
<td>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
<td>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
</tr>
<tr>
<td>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</td>
<td>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</td>
<td>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
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<tr>
<td>6.</td>
<td>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
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<tr>
<td>Integration of Knowledge and Ideas</td>
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<tr>
<td>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</td>
<td>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</td>
<td>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</td>
</tr>
<tr>
<td>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
<td>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</td>
<td>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</td>
</tr>
<tr>
<td>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</td>
<td>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</td>
<td>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</td>
</tr>
<tr>
<td>Range of Reading and Level of Text Complexity</td>
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<tr>
<td>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<td>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</td>
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</tbody>
</table>
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
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<th>Grades 11–12 students:</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td><strong>1.</strong> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</td>
<td><strong>1.</strong> 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. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</td>
</tr>
<tr>
<td><strong>2.</strong> 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.</td>
<td><strong>2.</strong> 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.</td>
</tr>
<tr>
<td><strong>3.</strong> 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.</td>
<td><strong>3.</strong> 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.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td><strong>4.</strong> 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).</td>
<td><strong>4.</strong> 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).</td>
</tr>
<tr>
<td><strong>5.</strong> 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).</td>
<td><strong>5.</strong> 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.</td>
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<tr>
<td><strong>6.</strong> 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.</td>
<td><strong>6.</strong> 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.</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<tr>
<td><strong>7.</strong> 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.</td>
<td><strong>7.</strong> 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.</td>
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<tr>
<td><strong>8.</strong> 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.</td>
<td><strong>8.</strong> 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).</td>
</tr>
<tr>
<td><strong>9.</strong> 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. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</td>
<td><strong>9.</strong> Analyze seventeenth-, eighteen-, 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. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</td>
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<td>Range of Reading and Level of Text Complexity</td>
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<tr>
<td><strong>10.</strong> 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.</td>
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<tr>
<td><strong>10.</strong> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR 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–CCR text complexity band independently and proficiently.</td>
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</table>
College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

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.

**Responding to Literature**

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

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

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. **Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.** The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

---

### Text Types and Purposes

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>1. Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>1. Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>a. Introduce claim(s) and organize the reasons and evidence clearly.</td>
<td>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</td>
<td>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</td>
<td>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
<td>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
</tr>
<tr>
<td>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>d. Establish and maintain a formal style.</td>
<td>d. Establish and maintain a formal style.</td>
<td>d. Establish and maintain a formal style.</td>
</tr>
<tr>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
</tr>
<tr>
<td>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
</tr>
<tr>
<td>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</td>
<td>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
</tr>
<tr>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td>e. Establish and maintain a formal style.</td>
<td>e. Establish and maintain a formal style.</td>
<td>e. Establish and maintain a formal style.</td>
</tr>
<tr>
<td>f. Provide a concluding statement or section that follows from the information or explanation presented.</td>
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<td>f. Provide a concluding statement or section that follows from the information or explanation presented.</td>
</tr>
<tr>
<td>Grade 6 students:</td>
<td>Grade 7 students:</td>
<td>Grade 8 students:</td>
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</tr>
<tr>
<td><strong>Text Types and Purposes (continued)</strong></td>
<td><strong>Text Types and Purposes (continued)</strong></td>
<td><strong>Text Types and Purposes (continued)</strong></td>
</tr>
<tr>
<td>3. Use technology, including the Internet, to produce and publish writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)</td>
<td>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.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</td>
<td>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.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</td>
</tr>
<tr>
<td>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</td>
<td>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.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</td>
<td>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.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</td>
</tr>
<tr>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
</tr>
<tr>
<td>4. Use technology, including the Internet, to produce and publish writing as needed by planning, revising, editing, writing, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)</td>
<td>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)</td>
<td>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)</td>
</tr>
<tr>
<td>5. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</td>
<td>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</td>
<td>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</td>
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</table>
### Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
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<tbody>
<tr>
<td><strong>7.</strong></td>
<td>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
<td>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</td>
<td>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>a.</td>
<td>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</td>
<td>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</td>
</tr>
<tr>
<td>b.</td>
<td>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</td>
<td>b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</td>
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</table>

### Range of Writing

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
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<tbody>
<tr>
<td><strong>10.</strong></td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>Create and present a text or art work in response to literary work.</td>
<td>11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.</td>
</tr>
<tr>
<td>a.</td>
<td>Develop a perspective or theme supported by relevant details.</td>
<td>a. Make deliberate, personal, cultural, textual, and thematic connections across genres.</td>
</tr>
<tr>
<td>b.</td>
<td>Create poetry, stories, plays, and other literary forms (e.g.</td>
<td>b. Create poetry, stories, plays, and other literary forms (e.g.</td>
</tr>
</tbody>
</table>
b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

thematic connections across genres.

b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 9–10 students:</th>
<th>Grades 11–12 students:</th>
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<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</td>
<td></td>
</tr>
<tr>
<td>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</td>
<td></td>
</tr>
<tr>
<td>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</td>
<td></td>
</tr>
<tr>
<td>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
<td></td>
</tr>
<tr>
<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td></td>
</tr>
<tr>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td></td>
</tr>
<tr>
<td>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
<td></td>
</tr>
<tr>
<td>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
<td></td>
</tr>
<tr>
<td>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
<td></td>
</tr>
<tr>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td></td>
</tr>
<tr>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
<td></td>
</tr>
<tr>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</td>
<td></td>
</tr>
<tr>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</td>
<td></td>
</tr>
<tr>
<td>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
<td></td>
</tr>
<tr>
<td>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
<td></td>
</tr>
<tr>
<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td></td>
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<tr>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td></td>
</tr>
<tr>
<td>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
<td></td>
</tr>
<tr>
<td>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
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</tr>
<tr>
<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
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</tr>
<tr>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td></td>
</tr>
<tr>
<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
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<tr>
<td>Grades 9–10 students:</td>
<td>Grades 11–12 students:</td>
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</table>

**Text Types and Purposes (continued)**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
   - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
   - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
   - f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

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.)

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

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.

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.
   - a. Explore topics dealing with different cultures and world viewpoints.

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

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

10. 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).

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

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

13. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

14. 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.)

15. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)

16. 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.

17. 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.
   - a. Explore topics dealing with different cultures and world viewpoints.

18. 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.
### Research to Build and Present Knowledge (continued)

<table>
<thead>
<tr>
<th>Grades 9–10 students:</th>
<th>Grades 11–12 students:</th>
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**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
   b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

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<th>Grades 11–12 students:</th>
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**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
   b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### Range of Writing

**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.

**Responding to Literature**

**11.** Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.
   a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.
   b. Identify, analyze, and use elements and techniques of various genres of literature.
   c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.
   d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

**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.

**Responding to Literature**

**11.** Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.
   a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.
   b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.
   c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.
   d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).
College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

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

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

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

**Presentation of Knowledge and Ideas**

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

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

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

**Note on range and content of student speaking and listening**

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.
The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Comprehension and Collaboration

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<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td><strong>1.</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td><strong>1.</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
</tr>
<tr>
<td>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
<td>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
<td>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
<td>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
<td>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
</tr>
<tr>
<td>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
<td>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
<td>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</td>
</tr>
<tr>
<td>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</td>
<td>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</td>
<td>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2.</strong> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</th>
<th><strong>2.</strong> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</th>
<th><strong>2.</strong> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</td>
<td>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</td>
<td>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</td>
</tr>
</tbody>
</table>

| **3.** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | **3.** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | **3.** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |

| **4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye | **4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact. | **4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact. |

**Presentation of Knowledge and Ideas**

**4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact.
<table>
<thead>
<tr>
<th>5.</th>
<th>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)</td>
</tr>
</tbody>
</table>
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Comprehension and Collaboration

<table>
<thead>
<tr>
<th>Grades 9–10 students:</th>
<th>Grades 11–12 students:</th>
</tr>
</thead>
</table>
| 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  
   e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. | 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.  
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  
   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  
   e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. |
| 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. | 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. |
| 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | 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. |

### Presentation of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Grades 9–10 students:</th>
<th>Grades 11–12 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</td>
<td>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</td>
</tr>
</tbody>
</table>
College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

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

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

**Note on range and content of student language use**

To be college and career ready in language, students must have firm control over the conventions of Standard English. At the same time, they must come to appreciate that language is as much a matter of craft as of rules and able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Language Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 57 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>b. Use intensive pronouns (e.g., <em>myself</em>, <em>ourselves</em>).</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>c. Recognize and correct inappropriate shifts in pronoun number and person.*</td>
<td></td>
</tr>
<tr>
<td>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</td>
<td></td>
</tr>
<tr>
<td>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Knowledge of Language</strong></th>
<th>1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</td>
</tr>
<tr>
<td>1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>b. Maintain consistency in style and tone.*</td>
</tr>
</tbody>
</table>

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Standards for English Language Arts | 6-12
<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
<td><strong>Vocabulary Acquisition and Use</strong></td>
<td><strong>Vocabulary Acquisition and Use</strong></td>
</tr>
<tr>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</td>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</td>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <em>audience</em>, <em>auditory</em>, <em>audible</em>).</td>
<td>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <em>belligerent</em>, <em>bellicose</em>, <em>rebel</em>).</td>
<td>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <em>precede</em>, <em>recede</em>, <em>secede</em>).</td>
</tr>
<tr>
<td>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
</tr>
<tr>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
<tr>
<td>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>a. Interpret figures of speech (e.g., personification) in context.</td>
<td>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</td>
<td>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</td>
</tr>
<tr>
<td>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td>
<td>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</td>
<td>b. Use the relationship between particular words to better understand each of the words.</td>
</tr>
<tr>
<td>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <em>stingy</em>, <em>scrimping</em>, <em>economical</em>, <em>unwasteful</em>, <em>thifty</em>).</td>
<td>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <em>refined</em>, <em>respectful</em>, <em>polite</em>, <em>diplomatic</em>, <em>condescending</em>).</td>
<td>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <em>bullheaded</em>, <em>willful</em>, <em>firm</em>, <em>persistent</em>, <em>resolute</em>).</td>
</tr>
<tr>
<td>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
</tbody>
</table>
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Conventions of Standard English

#### Grades 9–10 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use parallel structure.*
   b. Use various types of phrases (noun, verb, adjectival, adverbal, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.
   c. Spell correctly.

#### Grades 11–12 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Observe hyphenation conventions.
   b. Spell correctly.

### Knowledge of Language

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

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

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*).
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role.
b. Analyze nuances in the meaning of words with similar denotations.

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

### Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.3.1f.</strong> Ensure subject-verb and pronoun-antecedent agreement.</td>
<td>3</td>
</tr>
<tr>
<td><strong>L.3.3a.</strong> Choose words and phrases for effect.</td>
<td></td>
</tr>
<tr>
<td><strong>L.4.1f.</strong> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</td>
<td></td>
</tr>
<tr>
<td><strong>L.4.1g.</strong> Correctly use frequently confused words (e.g., to/too/two; there/their).</td>
<td></td>
</tr>
<tr>
<td><strong>L.4.3a.</strong> Choose words and phrases to convey ideas precisely.*</td>
<td></td>
</tr>
<tr>
<td><strong>L.4.3b.</strong> Choose punctuation for effect.</td>
<td></td>
</tr>
<tr>
<td><strong>L.5.1d.</strong> Recognize and correct inappropriate shifts in verb tense.</td>
<td></td>
</tr>
<tr>
<td><strong>L.5.2a.</strong> Use punctuation to separate items in a series.†</td>
<td></td>
</tr>
<tr>
<td><strong>L.6.1c.</strong> Recognize and correct inappropriate shifts in pronoun number and person.</td>
<td></td>
</tr>
<tr>
<td><strong>L.6.1d.</strong> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
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<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>L.6.1e.</td>
<td>Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</td>
</tr>
<tr>
<td>L.6.2a.</td>
<td>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</td>
</tr>
<tr>
<td>L.6.3a.</td>
<td>Vary sentence patterns for meaning, reader/listener interest, and style. ‡</td>
</tr>
<tr>
<td>L.6.3b.</td>
<td>Maintain consistency in style and tone.</td>
</tr>
<tr>
<td>L.7.1c.</td>
<td>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
</tr>
<tr>
<td>L.7.3a.</td>
<td>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
</tr>
<tr>
<td>L.8.1d.</td>
<td>Recognize and correct inappropriate shifts in verb voice and mood.</td>
</tr>
<tr>
<td>L.9–10.1a</td>
<td>Use parallel structure.</td>
</tr>
</tbody>
</table>

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a
Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors

**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

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

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stories</strong></td>
<td><strong>Drama</strong></td>
</tr>
<tr>
<td>Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</td>
<td>Includes one-act and multi-act plays, both in written form and on film</td>
</tr>
</tbody>
</table>
### Literature: Stories, Dramas, Poetry

<table>
<thead>
<tr>
<th>Grade</th>
<th>Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12</th>
</tr>
</thead>
</table>
| 6–8   | - *Little Women* by Louisa May Alcott (1869)  
       | - *The Adventures of Tom Sawyer* by Mark Twain (1876)  
       | - “The Road Not Taken” by Robert Frost (1915)  
       | - *The Dark Is Rising* by Susan Cooper (1973)  
       | - *Dragonwings* by Laurence Yep (1975)  
       | - *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)  |
| 9–10  | - *The Tragedy of Macbeth* by William Shakespeare (1592)  
       | - “Ozymandias” by Percy Bysshe Shelley (1817)  
       | - “The Raven” by Edgar Allen Poe (1845)  
       | - “The Gift of the Magi” by O. Henry (1906)  
       | - *The Grapes of Wrath* by John Steinbeck (1939)  
       | - *Fahrenheit 451* by Ray Bradbury (1953)  
       | - *The Killer Angels* by Michael Shaara (1975)  |
| 11–CCR | - “Ode on a Grecian Urn” by John Keats (1820)  
      | - *Jane Eyre* by Charlotte Brontë (1848)  
      | - “Because I Could Not Stop for Death” by Emily Dickinson (1890)  
      | - *The Great Gatsby* by F. Scott Fitzgerald (1925)  
      | - *Their Eyes Were Watching God* by Zora Neale Hurston (1937)  
      | - *A Raisin in the Sun* by Lorraine Hansberry (1959)  

### Informational Texts: Literary Nonfiction

<table>
<thead>
<tr>
<th>Grade</th>
<th>Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12</th>
</tr>
</thead>
</table>
| 6–8   | - “Letter on Thomas Jefferson” by John Adams (1776)  
       | - *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845)  
       | - “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)  
       | - *Travels with Charley: In Search of America* by John Steinbeck (1962)  |
| 9–10  | - “Speech to the Second Virginia Convention” by Patrick Henry (1775)  
       | - “Farewell Address” by George Washington (1796)  
       | - “Gettysburg Address” by Abraham Lincoln (1863)  
       | - “State of the Union Address” by Franklin Delano Roosevelt (1941)  
       | - “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964)  
       | - “Hope, Despair and Memory” by Elie Wiesel (1997)  |
| 11–CCR | - *Common Sense* by Thomas Paine (1776)  
      | - *Walden* by Henry David Thoreau (1854)  
      | - “Society and Solitude” by Ralph Waldo Emerson (1857)  
      | - “The Fallacy of Success” by G. K. Chesterton (1909)  
      | - *Black Boy* by Richard Wright (1945)  
      | - “Politics and the English Language” by George Orwell (1946)  

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.
Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

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.

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

**Integration of Knowledge and Ideas**

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

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.

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.

**Range of Reading and Level of Text Complexity**

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

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

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.
The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Key Ideas and Details

<table>
<thead>
<tr>
<th>Grades 6–8 students</th>
<th>Grades 9–10 students</th>
<th>Grades 11–12 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td><strong>1.</strong> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
<td><strong>1.</strong> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
<td><strong>2.</strong> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
<td><strong>2.</strong> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
<td><strong>2.</strong> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td><strong>3.</strong> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</td>
<td><strong>3.</strong> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
<td><strong>3.</strong> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
</tr>
</tbody>
</table>

### Craft and Structure

<table>
<thead>
<tr>
<th>Grades 6–8 students</th>
<th>Grades 9–10 students</th>
<th>Grades 11–12 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.</strong> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
<td><strong>4.</strong> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</td>
<td><strong>4.</strong> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <em>faction</em> in <em>Federalist</em> No. 10).</td>
</tr>
<tr>
<td><strong>5.</strong> Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
<td><strong>5.</strong> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
<td><strong>5.</strong> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</td>
</tr>
<tr>
<td><strong>6.</strong> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</td>
<td><strong>6.</strong> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</td>
<td><strong>6.</strong> Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</td>
</tr>
</tbody>
</table>

### Integration of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Grades 6–8 students</th>
<th>Grades 9–10 students</th>
<th>Grades 11–12 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.</strong> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
<td><strong>7.</strong> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
<td><strong>7.</strong> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>Key Ideas and Details</td>
<td>Grades 6–8 students</td>
<td>Grades 9–10 students</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1. Cite specific textual evidence to support analysis of science and technical texts.</td>
<td>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</td>
<td>1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</td>
</tr>
<tr>
<td>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</td>
<td>2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</td>
<td>2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</td>
</tr>
<tr>
<td>3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</td>
<td>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</td>
<td>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</td>
</tr>
<tr>
<td>Craft and Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
<td>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
<td>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</td>
</tr>
<tr>
<td>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</td>
<td>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</td>
<td>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</td>
</tr>
<tr>
<td>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</td>
<td>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</td>
<td>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</td>
</tr>
</tbody>
</table>

Integration of Knowledge and Ideas
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

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

8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Range of Reading and Level of Text Complexity**

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

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

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.
The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 6–8 students:</th>
<th>Grades 9–10 students:</th>
<th>Grades 11–12 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>Text Types and Purposes</strong></td>
</tr>
</tbody>
</table>

1. Write arguments focused on *discipline-specific content.*
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

1. Write arguments focused on *discipline-specific content.*
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

1. Write arguments focused on *discipline-specific content.*
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

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

**Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
<table>
<thead>
<tr>
<th>Grades 6–8 students:</th>
<th>Grades 9–10 students:</th>
<th>Grades 11–12 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
</tr>
<tr>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td><strong>Research to Build and Present Knowledge</strong></td>
</tr>
<tr>
<td>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
<td>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.</td>
<td>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</td>
</tr>
<tr>
<td>9. Draw evidence from informational texts to support analysis, reflection, and research.</td>
<td>9. Draw evidence from informational texts to support analysis, reflection, and research.</td>
<td>9. Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td><strong>Range of Writing</strong></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td><strong>10.</strong> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td><strong>10.</strong> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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Credits

Grateful recognition is made to the following individuals for their level of expertise and dedicated work.

Members:

Doug Post  Frankford School
Jessica Tryde Frankford School
Lisa Sorrentino Frankford School
Kelly Salerno Lafayette School

Appreciation to the following members for their organization and guidance:

Genene Pagliaro: Frankford and Lafayette
Philosophy

The Writing Guide is devoted to providing a comprehensive writing and research handbook that is articulated for middle level students so they will become familiar with the basic components of research paper development, mastering the skills of locating, writing and organizing the information, and understanding and applying the ethical responsibilities needed to complete a research project. The students will develop their writing skills through conscientious effort and a consolidated articulation of writing skills across the content areas. Writing and researching improvements will be accomplished by completing writing and researching assignments, and revising and rewriting the assignments under the guidance of educators in all subject areas.

Research Paper or Information Reporting?

Informative reporting or information gathering is simply the collection and reporting of data and information collected and is not a research paper. Both information reporting and research papers deal with a limited topic and are based upon information from a variety of sources which may include: reference books, books, magazine articles, newspaper articles, scholarly journal articles, government documents, outline resources, and interviews with experts. However, the research paper is an original report written from information gathered but specifically includes the analysis and synthesis of the gathered information.
Grade Level Objectives for Writing a Paper

The objectives presented for each grade level will spiral students skills and abilities to develop and construct writing assignments. The writing research students experience should model a cross-curricular approach to writing. The writing objectives below will provide educators with common expectations and requirements for all students and prepare students for successful transition into 9th grade.

All word processed papers should follow MLA or APA format:

1” margins all sides

12 size font

Arial and Times New Roman

Double Spaced

Indentation = 1 tab

Include a title page

Include bibliography or works cited page (www.noodletools.com)

Be written using third person point of view (avoid the use of “I” and “me”)

Rules to avoid plagiarism (references and in-text citations)
Objectives for Grade 5:

By the end of fifth grade, the students will be able to:

1. Choose and narrow a research topic
2. Identify a main purpose (thesis statement)
3. Take notes using color coded note cards that correspond to specific headings
4. Take notes in phrases and paraphrasing
5. Research their topics using a variety of sources (a minimum of 3)
6. Understand and identify plagiarism
7. Construct an outline (see outlining template)
8. Write a rough draft using outline and note cards
9. Apply basic rule of spelling, capitalization, punctuation, grammar, and sentence structure
10. Write paragraphs containing a topic sentence, a minimum of 2 supporting details and a concluding sentence
11. Write a paper with an introductory and concluding paragraph that ties together the main purpose (thesis statement)
12. Apply revision and editing skills
13. Learn the basic format of a bibliography and/or works cited (www.noodletools.com)
14. Compose a minimum of a two page paper
15. Include diagrams and illustrations
Objectives for Grade 6:

By the end of sixth grade, the students will be able to:

1. Choose and narrow a research topic
2. Prepare a thesis statement (main purpose)
3. Take notes using color coded note cards that correspond to specific headings
4. Take notes in phrases and paraphrasing
5. Research their topics using a variety of sources (a minimum of 3)
6. Understand and identify plagiarism
7. Construct an outline (see outlining template)
8. Write a rough draft using outline and note cards
9. Apply basic rule of spelling, capitalization, punctuation, grammar, and sentence structure
10. Write a minimum of 5 paragraphs containing a topic sentence, a minimum of 3 supporting details, transition sentences, and a concluding sentence that support the main topic
11. Write a paper with an introductory and concluding paragraph that restates the thesis and synthesizes the information in the body of the paper
12. Apply revision and editing skills
13. Learn the basic format of a bibliography and/or works cited (www.noodletools.com)
14. Compose a minimum of a three page paper
15. Include diagrams and illustrations
Objectives for Grade 7:

By the end of seventh grade, the students will be able to:

1. Choose and narrow a research topic
2. Prepare a thesis statement (main purpose)
3. Take notes in phrases and paraphrasing remembering citation information
4. Research topics using a variety of sources
5. Evaluate sources for validity, reliability and appropriateness
6. Understand and identify plagiarism
7. Apply rules for in-text citations
8. Construct an outline (see outlining template)
9. Write a rough draft using outline and note cards and in-text citations
10. Apply basic rule of spelling, capitalization, punctuation, grammar, and sentence structure
11. Write paragraphs containing a topic sentence, a minimum of 3 supporting details, transitions, and a concluding sentence that support the main topic
12. Write an introduction that includes an attention grabber that supports the thesis statement
13. Write a paper with in-text citations an introduction, at least 3 paragraphs developing a controlled thesis statement, and concluding paragraph that restates the thesis and synthesizes the information in the body of the paper
14. Create a conclusion paragraph that restates the thesis statement (in different words) and makes a connection beyond the immediate paper
15. Apply revision and editing skills
16. Learn the basic format of a bibliography and/or works cited (www.noodletools.com)
17. Compose a minimum of a three page paper including diagrams and illustrations
Objectives for Grade 8:

By the end of eighth grade, the students will be able to:

1. Choose and narrow a research topic focused on a thesis statement (main purpose)
2. Take notes in phrases and paraphrasing remembering citation information
3. Research topics using a variety of sources
4. Establish criteria to evaluate sources for validity, reliability and appropriateness
5. Understand and identify plagiarism and apply rules for in-text citations
6. Compare and contrast paraphrasing and direct quotations and relationship to plagiarism
7. Construct an outline (see outlining template)
8. Write a rough draft using outline and note cards and in-text citations
9. Apply basic rule of spelling, capitalization, punctuation, grammar, and sentence structure
10. Write paragraphs containing a topic sentence, a minimum of 3 supporting details, transitions, and a concluding sentence that support the main topic
11. Write an introduction that includes an attention grabber that supports the thesis statement
12. Write a paper with in-text citations, an introduction, at least 3 paragraphs developing a controlled thesis statement, and concluding paragraph that restates the thesis and synthesizes the information in the body of the paper
13. Create a conclusion paragraph that restates the thesis statement (in different words) and makes a connection beyond the immediate paper
14. Apply revision and editing skills
15. Create works cited page (www.noodletools.com)
16. Compose a minimum of a three page paper including diagrams and illustrations
General Steps to Produce a Research Paper

1. Choose a Subject and Topic
2. Choose Reference Materials
3. Write a Thesis Statement
4. Write First Outline
5. Create Bibliography and Note Cards
6. Take Notes
7. Write a Draft
8. Write Final Outline
9. Revise and Edit Draft
10. Prepare Bibliography/Works Cited
11. Write the Final Copy
12. Add Finishing Touches
Constructing a Thesis Statement

A thesis statement is a sentence (or sentences) that expresses the main ideas of the paper and answers the question or questions posed by the paper. It offers the reader a quick and easy to follow summary of what the paper discusses and the writer’s purpose.

A thesis statement states what a writer believes and what a writer intends to prove in an essay. It is usually located at the end of the introductory paragraph. A good thesis states an arguable claim that is clear, strong and specific.

Objective: To write a three point thesis statement for a five-paragraph essay

Thesis statement = main idea + opinion (or attitude toward subject) + three points

Consider the following pattern to develop and analyze generated thesis statements:

Thesis: Three qualities a hero must possess are intelligence, kindness and patience

Main Idea: Qualities of a hero

Opinion/attitude toward subject: a hero must have these three qualities or he/she is not a hero
Grade 5 Outline Format

I. Introduction

II. Main Point 1
   a. Support 1
   b. Support 2

III. Main Point 2
    a. Support 1
    b. Support 2

IV. Main Point 3
   a. Support 1
   b. Support 2

V. Conclusion

VI. Illustration/Diagram

VII. Bibliography
Grade 6 Outline Format

I. Introduction

II. Main Point 1
   a. Support 1
   b. Support 2

III. Main Point 2
   a. Support 1
   b. Support 2

IV. Main Point 3
   a. Support 1
   b. Support 2

V. Main Point 3
   a. Support 1
   b. Support 2

VI. Main Point 3
   a. Support 1
   b. Support 2

VII. Conclusion

VIII. Illustration/Diagram

IX. Bibliography
Grade 7 and 8 Outline Format

I. Main Point 1
   a. Support 1
   b. Support 2
   c. Support 3
   d. Transition

II. Main Point 2
   a. Support 1
   b. Support 2
   c. Support 3
   d. Transition

III. Main Point 3
    a. Support 1
    b. Support 2
    c. Support 3
    d. Transition

IV. Main Point 4
   a. Support 1
   b. Support 2
   c. Support 3
   d. Transition

V. Main Point 5
   a. Support 1
   b. Support 2
   c. Support 3
   d. Transition
Resources:

1. An free electronic method to create citations
   
   http://www.noodletools.com/login.php

2. A color coded reference to create bibliography or works cited page
   
   http://www.liu.edu/cwis/cwp/library/workshop/citmla.htm

3. Middle School Research Guide
   
   http://www.sayreschool.org/page.cfm?p=131

4. An easy site to create rubrics
   
   www.rubistar.org
Long-Range Planner

In order to do a research paper properly, you must plan your time carefully. Use this Long-Range Planner to jot down the deadline for each of the steps of your paper. Then figure out how much time each week you will need to spend working toward completion of that deadline.

Month of ____________________________

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tr>
<td>INFORMATION (include page number when appropriate)</td>
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</tbody>
</table>

<table>
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<tr>
<th>SOURCE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFORMATION (include page number when appropriate)</td>
</tr>
</tbody>
</table>
There are 4 kinds of note cards:
1. Source Cards
2. Quotation Cards
3. Paraphrase Cards
4. Combination (or Summary) Cards

1. SOURCE CARDS:
   When you begin working on your research, you will go to a variety of sources for information. Each time you begin working with a new source, you should complete a source card.

On each card you will record:
1. All the publication information required to include this source in your Works Cited list.
2. A code letter that you will use on all note cards that come from this source.
3. The call number of the book or URL (in the case of a web site) so you can locate it later.

| Source  
| A       |
| 937     |
| HIN     |


Make a SOURCE CARD for each source you look at:
Books
Magazines
Web sites
Pamphlets
Interviews, etc.

You might not use anything from that source, in which case the card can later be thrown away, but it is still a good idea to make a card for each source. Get in the habit of doing this before you do anything else.
Two examples of Source Cards:

For a Book:

Source  
A  
292  
EVS  


For A Web site:

Source  
D  

“This Day in History.”  The History Channel Online.  1998.  History Channel.  3 July 2002.  
2. QUOTATION CARDS:
Quotation cards are used to record a quote, word for word, from the source.
* Always include the writer/author of the quote
* Punctuate correctly with quotation marks
* Only use direct quotations for very important passages
* Don’t copy sentences from a source without showing you are using a direct quotation

<table>
<thead>
<tr>
<th>Quote</th>
<th>A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 16</td>
<td>Contributions of Augustus</td>
</tr>
<tr>
<td>“Because of Augustus and the stable form of government he created, Rome was able to survive for centuries more.”</td>
<td></td>
</tr>
<tr>
<td>Kathryn Hinds</td>
<td></td>
</tr>
</tbody>
</table>

3. PARAPHRASE CARDS:
Paraphrase cards are used to record information, from the source, in your own words.
* Write in complete sentences, in your style
* Write in your vocabulary

<table>
<thead>
<tr>
<th>Paraphrase</th>
<th>A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>p.16</td>
<td>Contributions of Augustus</td>
</tr>
<tr>
<td>Augustus helped the government of Rome to be stable and so the empire lasted for several centuries. There were other reasons that it lasted. Augustus conquered a lot of land, and more people had enough to live well so they were more content.</td>
<td></td>
</tr>
</tbody>
</table>
4. COMBINATION CARDS:
Combination cards are used to summarize information or opinions in the source.
* May contain a short quote to support summary
* May include source of quote, if used
* May be useful in drawing conclusions or making observations from research

Combination
A.

p. 12

Changes under Constantine
There were at least two major changes that occurred during the reign of Constantine:
1. Constantinople became the capital.
2. Christianity became the religion.

These changes “marked a break with the past, although the Roman Empire continued to survive for roughly another 150 years.”

A Note About Notes:
A note card should contain information about only one piece of information. Give each note a distinct title. Do not use the same title on any two cards, but use similar titles for notes on the same topic. Good titles on your cards will pay off!

All Note Cards Should Have These Items:

Label
Located in the upper left hand corner, this label clearly describes the information in the note.

Source Code
Located in the upper right hand corner, this code comes from the source card and is used to identify the source of the note.

Specific Page Number
Located next to the source code, this reminds you of the specific page from which you took the note.

Note
This is the information you took from the source.
**Organizing & Outlining Your Information**  
Now that you have collected information on your topic, it is time to organize that information so that it can be the most useful to you.

**Sorting and Grouping**  
Go through your note cards and divide them into general categories. For example, if your topic is **Gladiators**, you may find that you have collected notes on the following related topics: weapons training, types of gladiators, when and where gladiators were used.

Write YOUR general topic here: ________________________________

Now, sort your note cards into general categories. List the categories:

1. ________________________________

2. ________________________________

3. ________________________________
EVALUATING THE FIRST DRAFT
A Cooperative Learning Activity

Name____________________ Date________________

Working with your classmates, read and discuss each other’s drafts. Respond to the following questions as you read a classmates draft. Then use your classmates’ comments to help you revise your own draft.

First, read the introduction. Can you pick out your classmates’ topic and thesis statement? On the lines below, write your classmates thesis.

__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________

Is your classmates’ thesis clear? Too limited? Too broad? Do you have any suggestions for rewriting it?

__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________

Is the introduction interesting? Did it immediately “grab your attention”? If not, suggest ways to improve the introduction.

__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________

Next, read the body of the draft. Write the main ideas and then locate the supporting details that accompany each idea. Point out to your classmate any main ideas that lack clear, supporting ideas.

__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
After reading the draft, what do you feel is its most fascinating aspect? Why is it fascinating? What is its least fascinating aspect? Suggest ways for improvement.

Are there any sentences misplaced (out of logical order)? If so, suggest a more logical order. Do the sentences flow in a rhythmic transition within the paragraphs? If not, suggest ways for improvement.

Has your classmate supplied enough background information? If not, what do you suggest?

Has your classmate documented the sources in the first draft? If not, can you detect what has been “copied” or paraphrased and what actually belongs to your classmate? If the information has been copied, is it enclosed within quotation marks?

Read the conclusion. Is the thesis restated? Do the main topics support the thesis statement in a concluding statement?
Peer Conference
Persuasive Research Paper

Score each of the following aspects of the essay from 1 to 5 with 5 very strong and 1 very week

1. _____ Introduction is interesting
2. _____ Thesis is clear and concise
3. _____ Opposing argument is addressed and refuted
4. _____ There are three reason paragraphs to support the thesis
5. _____ Transitions connect all paragraphs
6. _____ Each reason is supported with evidence
7. _____ Conclusion exemplifies one of the four strategies to ending a persuasive essay
8. _____ The appropriate audience is addressed
9. _____ The essay is grammatically and mechanically sound
10. _____ Overall, details are specific and interesting
11. _____ The most important thing to work on to improve this essay is:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

_______________________________
Writer:___________________________
_______________________________
Grader:___________________________
_______________________________
Title:_____________________________

Page 87 of 101
5th and 6th grade Revision Checklist

Name: _______________________ Date: ________________

Once the rough draft is completed, it is time for you to take a slow and careful examination of what you have written and how you have written it. Your rough draft will require some revisions before you begin the final copy. The objective of Step 9 is to find the areas that need fixing and FIX THEM!

Here is a check list of suggestions to help you revise your first draft:

1. Read your entire paper aloud. You will be able to hear errors in grammar and sentence construction that aren’t as clear when you read silently. Ask yourself, “Is every sentence a complete sentence? Are there any run-on sentences that I should make into two separate sentences?”

2. Read your entire paper slowly and silently. You should be able to catch any spelling and punctuation errors. Ask yourself “Are all proper nouns and place names capitalized as needed? Are all commas, periods, apostrophes, semicolons, and quotation marks properly located and marked?”

3. Keep a dictionary handy to check any words you are not sure of. Ask yourself, “Have I checked the spelling of all the words that I am uncertain of?”

4. Keep a thesaurus handy, too. If you find that you are repeating the same words over and over again, look up a synonym in the thesaurus and replace the overused word. Ask yourself, “Have I used descriptive words to make my paper more interesting and more accurate?”

5. To mark and make your corrections, deletions or additions, use a pen or pencil that is a different color from the one you used to write your paper. This will make it easier to rewrite your paper when you prepare the final copy.

6. If you decide to add information, write the new material on the blank line above. Use this symbol (^) to indicate where the new material will begin.

7. If you decide to take out any information, draw a thin line through the material. You may change your mind later, so don’t erase.

8. Read each paragraph to make sure that every sentence within the paragraph is related to the same topic.

9. Cut any material that is not appropriate or that is repetitive.

10. Add information that makes the report clearer.

11. Have a parent or another adult proofread your report.
EVALUATION

Writer__________________________Title______________________________

Ratings: 5 = highest possible rating; 1 = lowest possible rating

<table>
<thead>
<tr>
<th>Content</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Soundness.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the content thoughtful, factually accurate, logically valid, and otherwise sound?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Interest.**            |        |          |
| Is the content interesting? |        |          |

| **Appropriateness.**     |        |          |
| Is the content appropriate for the audience and purpose? |        |          |

| **Topic.**               |        |          |
| Has the topic been narrowed accurately to suit the length and purpose of the paper? |        |          |

| **Main Idea.**           |        |          |
| Is there a clear main idea or thesis statement? |        |          |

| **Support.**             |        |          |
| Is there enough supporting information? Are there enough details? |        |          |

| **Introduction.**        |        |          |
| Does the introduction catch the reader’s attention? Is it otherwise effective? |        |          |

| **Conclusion.**          |        |          |
| Does the conclusion contain a reminder of the main idea or thesis statement? Is it otherwise effective? |        |          |

| **Title.**               |        |          |
| Is the title a good one? |        |          |

---

**Organization**

| **Order.**               |        |          |
| Is the content arranged in the best and most logical manner? |        |          |

| **Unity.**               |        |          |
| Are all the supporting ideas and details relevant to the main idea or thesis statement? |        |          |

| **Continuity.**          |        |          |
| Are transitions used to connect ideas smoothly and clearly? |        |          |

---

**Usage, Mechanics, and Style**

| **Clarity.**             |        |          |
| Are all statements clear? Do the sentences and paragraphs read well? |        |          |

| **Sentence style.**      |        |          |
| Are all sentences sufficiently varied in length and structure? |        |          |

| **Correctness.**         |        |          |
| Is the paper free of errors in usage, mechanics, and style? |        |          |

| **Handwriting.**         |        |          |
| Is the writing legible?  |        |          |

| **Appearance.**          |        |          |
| Is the paper neat and clean? Has it been written or typed in the correct form? |        |          |
## Research Report: RESEARCH

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cover page</strong></td>
<td>Contains title, date, teacher name, author and follows format given</td>
<td>Contains most information and follows format</td>
<td>Contains only two information and does not follow format</td>
<td>Does not follow format and is missing items</td>
</tr>
<tr>
<td><strong>Outline</strong></td>
<td>Format correct and it matches report</td>
<td>Format has a few errors, matches report</td>
<td>Multiple errors/or does not match report</td>
<td>Multiple errors and does not match report</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples</td>
<td>Information clearly relates to the main topic. It provides 1 – 2 supporting details and/or examples</td>
<td>Information clearly relates to the main topic. No details and/or examples are given</td>
<td>Information errors and does not match report</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling or punctuation errors</td>
<td>Almost no grammatical, spelling or punctuation errors</td>
<td>A few grammatical spelling, or punctuation errors</td>
<td>Many grammatical, spelling, or punctuation errors</td>
</tr>
<tr>
<td><strong>Paragraph Construction</strong></td>
<td>All paragraphs include introductory sentence, explanations or details and concluding sentence</td>
<td>Most paragraphs include introductory sentence, explanations or details, and concluding sentence</td>
<td>Paragraph included related information but were typically not constructed well</td>
<td>Paragraping structure was not clear and sentences were not typically related within the paragraphs</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td>Notes are recorded and organized in an extremely neat and orderly fashion</td>
<td>Notes are recorded legibly and are somewhat organized</td>
<td>Notes are recorded</td>
<td>Notes are recorded only with peer/teacher assistance and reminders</td>
</tr>
<tr>
<td><strong>Amount of Information</strong></td>
<td>All topics are addressed and all questions answered with at least 2 sentences about each</td>
<td>All topics are addressed and most questions answered with at least 2 sentences about each</td>
<td>All topics are addressed, and most questions answered with 1 sentence about each</td>
<td>One or more topics were not addressed</td>
</tr>
<tr>
<td><strong>Diagrams/Illustrations</strong></td>
<td>Neat, accurate, and add to the reader’s understanding of the topic</td>
<td>Accurate and add to the reader’s understanding</td>
<td>Sometimes add to the reader’s understanding</td>
<td>Diagrams are not accurate, neat and do not add to the readers understanding</td>
</tr>
</tbody>
</table>

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28
High Point Regional High School Outline Format
Outlines

Papers in which you discuss two topics can be organized in two ways: you can present everything about one topic and then everything about the other ("block") OR you can go back and forth between topics while focusing on individual aspects ("point by point").

For a persuasive essay or a literary analysis, the most effective organizational pattern is the "point by point" outline. Select the most significant areas or categories that you will use to analyze your topic. These will be your major topic headings, your "Roman numeral" points. These will be divided into subtopics, with the specific details used to prove your overall point.

<table>
<thead>
<tr>
<th>Point by Point Outline</th>
<th>Block Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. First major point</strong></td>
<td><strong>I. First Novel</strong></td>
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<td>A. First Novel</td>
<td>A. First point of analysis</td>
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<td>2. Specific detail</td>
<td>C. Third point of analysis</td>
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<td>B. Second Novel</td>
<td>II. Second Novel</td>
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<td>3. Specific detail</td>
<td>A. First point of analysis</td>
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<tr>
<td>4. Specific detail</td>
<td>B. Second point of analysis</td>
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<tr>
<td>C. Third Novel</td>
<td>C. Third point of analysis</td>
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<tr>
<td>1. Specific detail</td>
<td>III. Third Novel</td>
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<td>2. Specific detail</td>
<td>A. First point of analysis</td>
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<td>B. Second point of analysis</td>
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<td>C. Third point of analysis</td>
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<td>1. Specific detail</td>
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**II Second major point**

A. First Novel

1. Specific detail

2. Specific detail

A. Second Novel

1. Specific detail

2. Specific detail

A. Third Novel

1. Specific detail

2. Specific detail

**III Third major point**

A. First Novel

1. Specific detail

2. Specific detail

A. Second Novel

1. Specific detail

2. Specific detail

A. Third Novel

1. Specific detail

2. Specific detail
High Point Regional High School Rules for Outlining a Persuasive Paper

1. Do not use a title.

2. Place the thesis statement above the outline.

3. The terms Introduction, Body, and Conclusion do NOT appear in your outline. They are not topics to be discussed in your paper. They are merely organizational units in the author’s (your) mind.

4. Use Roman numerals to identify Main Topics. Subtopics are identified by letters and numbers as follows: capital letters, Arabic numbers, small letters. An argument paper will begin with the subordinate idea before embarking on proving your main point.

I. Subordinate idea...
   A. Evidence...
   B. Evidence...

II. Main idea...
   A. Analysis...
      1. Example...
      2. Example...
         a. Observations...
         b. Observations...
   A. Analysis...

Replace above terms with specific words and details related to your paper.

5. Indent subtopics so that all letters or numbers of the same kind will come directly under one another; maintain margins.

6. Begin each topic with a capital letter. Do not capitalize words other than the first word in a topic or subtopic unless they are proper nouns or part of a title.

7. In a topic outline, do not follow topics with a period. Every line must be parallel in structure; either all nouns or all verb phrases or... In a sentence outline, every line must be a complete sentence and must end in a period.

8. There must NEVER be, under any topic, a lone subtopic; there must be either two or more subtopics or none at all. In other words, for every A there must be a B. For every 1 there must be a 2. A topic cannot be divided into fewer than two parts.
High Point Regional High School Thesis Statements

One of the most effective ways to establish the purpose of your paper is to write a thesis statement that uses a subordinate clause. This clause gives validity to one interpretation, while the independent clause is used to present the most dominant argument. This clause states the actual point that you are going to prove in your paper.

Subordinate clauses are introduced with subordinate conjunctions, such as:

- Although
- Even though
- Despite the fact that
- While
- Even if

Examples:

Even though critics have stereotyped Kate Chopin as a writer of women’s issues, her story “Desiree’s Baby” is evidence that she can address historical issues of slavery and racial prejudice with the same intensity.

Although Charlotte Perkins Gilman seems to be chastising women for their physical and emotional weaknesses, she actually uses her powerful short stories to condemn men who force women into subservient roles.

While Jane Austen wrote for a Victorian society that fervently believed in the subjugation of women within marriage, she chose to challenge these attitudes by creating strong, independent female characters who were willing to question their husbands and make their own decisions.

Despite the fact that Ann Petry never specifically mentions the disparities that exist in interracial relationships, she is able to clearly examine the tenuous nature of these unions through her use of symbolism and allegory.
I. Writing the Introduction

Introductions are important. They arouse a reader's interest, introduce the subject, and tell the reader about the argument you plan to make. In short, they are your paper's "first impression." But you don't always have to write them first. In fact, many students prefer launching right into the body of the essay before they tackle intros and conclusions. However, other students prefer writing the introduction first to help "set up" what's to follow. Follow this format when writing an introduction:

1.) The first line of your introduction should contain a hook that encourages the reader to keep reading.
2.) The introduction should inform the reader about your paper’s topic. If you are writing an essay about a book, be sure to give the title and author’s name.
3.) Next, the introduction should give the reader background information about the topic.
4.) Lastly, the introduction should include a thesis statement as the last sentence.

Here are some different ways of starting the introduction (also called “hooks”):

- Begin with a quotation. Just make sure that you make a connection between the quote and your topic so the reader understands why you are using that particular quote.
- Begin with a question. However, you must avoid using the word “you.” Do not speak directly to the reader of your paper.
- Begin with an acknowledgment of an opinion opposite to the one you plan to take.
- Begin with an interesting fact or statistic.
- Begin with a definition or explanation of a term relevant to your paper.
- If you are writing an informal paper, you might begin with a very short narrative or personal story.

II. Creating a Thesis Statement

A thesis statement is a sentence (or sentences) that expresses the main ideas of your paper and answers the question or questions posed by your paper. It offers your reader a quick and easy-to-follow summary of what the paper will be discussing and what you as a writer are setting out to tell them. The kind of thesis that your paper will have will depend on the purpose of your writing.

A thesis statement states what a writer believes and what the writer intends to prove in an essay. It is usually located at the end of the introductory paragraph. A good thesis states an arguable claim that is clear, strong, and specific.

Formulas for a good thesis:

1.) Subject/Topic + Opinion/Argument = Thesis

Example: Violence in video games increases people’s aggressive behavior.

2.) What you plan to argue + How you plan to argue it = Thesis

Example: We should recycle more because our landfills are overflowing.
A good thesis:

**presents an argument, not a topic**

**Bad:** The thesis of this paper is the obesity problem that America faces.

**Good:** America’s desire for instant gratification has contributed to its obesity problem.

**is specific**

**Bad:** Jane Austen’s novels are very good.

**Good:** Jane Austen’s novels are brilliant because they highlight the triumph of character over circumstances.

**has one clear point**

**Bad:** Companies need to take advantage of the marketing potential of the Internet, and web pages can provide both advertising and customer support.

**Good:** Companies should take advantage of the Internet’s marketing potential by using web pages that offer both advertising and customer support.

Things to remember when creating a thesis statement:

1.) Make sure your thesis is arguable and not a universal truth. For example, no one would argue with a thesis that says, “People should stay at home and rest when they have the flu.”

2.) As you write and revise your paper, it’s okay to change your thesis statement. Sometimes you don’t discover what you really want to say about a topic until you’ve started (or finished) writing. Just make sure that your “final” thesis statement accurately shows what will happen in your paper.
RESEARCH RUBRIC

DIRECTIONS: This form is designed to help you evaluate a student’s research activities. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student’s work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The student develops a research plan, conducts an organized search, and makes good use of research time.
   
   1  2  3  4  5

2. The student makes good use of book, electronic finding aids, card catalogs, periodical guides, etc.

   1  2  3  4  5

3. The students use the textbook, and other resources when appropriate.

   1  2  3  4  5

4. The student develops a research strand, using one resource to find others by looking at its bibliography and any footnotes.

   1  2  3  4  5

5. The student creates multiple research paths by searching for information on his or her topic under related topics.

   1  2  3  4  5

6. The student seeks out more than one source of information on a topic for use in the work product.

   1  2  3  4  5

7. The student uses primary sources when appropriate.

   1  2  3  4  5

8. The student evaluates sources for the quality of their information.

   1  2  3  4  5

9. The student takes good research notes, identifying directly copied material and recording the source.

   1  2  3  4  5

10. The student puts research findings into his or her own words.

   1  2  3  4  5

Additional Comments:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Total Points/Grade: __________
WRITING TO PERSUADE

DIRECTIONS: This form is designed to help you evaluate persuasive writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student’s work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The student introduces the topic in a clear, lively, and interesting fashion.
   1  2  3  4  5

2. The student expresses a firm opinion, along with supporting reasons, in a single sentence.
   1  2  3  4  5

3. The student establishes criteria or standards upon which his/her opinion is based.
   1  2  3  4  5

4. The student supports the opinion with identifiable reasons and concrete evidence.
   1  2  3  4  5

5. The student presents information that has been organized in a clear, understandable way.
   1  2  3  4  5

6. The student acknowledges opposing viewpoints and addresses contradictory evidence.
   1  2  3  4  5

7. If appropriate, the student proposes one or more solutions to a presented problem.
   1  2  3  4  5

8. The student concludes with a restatement of the expressed opinion that encourages either agreement or action from the audience.
   1  2  3  4  5

9. The spelling, punctuation, and grammar on the writing assignment are accurate.
   1  2  3  4  5

10. The writing assignment is neatly typed or handwritten.
    1  2  3  4  5

Additional Comments:  

Total Points/Grade:  

35
ORAL PRESENTATIONS

DIRECTIONS: This form is designed to help you evaluate oral presentations. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student’s work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The topic of the presentation meets the requirements of the assignment.
   1 2 3 4 5

2. The presentation appears to be well researched.
   1 2 3 4 5

3. The presentation is well organized and cohesive.
   1 2 3 4 5

4. The presenter is adequately prepared for the presentation.
   1 2 3 4 5

5. The presentation indicates an understanding of the topic presented.
   1 2 3 4 5

6. The presenter employs a speaking and delivery style appropriate to the presentation topic.
   1 2 3 4 5

7. The presenter delivers ideas in a clear and concise fashion, without too much reliance on notes.
   1 2 3 4 5

8. The presenter speaks loudly and clearly enough to be heard by the audience.
   1 2 3 4 5

9. The presenter maintains eye contact with the audience.
   1 2 3 4 5

10. Overall, the work represents the presenter’s full potential.
    1 2 3 4 5

Additional Comments: ..................................................................................................................
..................................................................................................................................................
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Total Points/Grade: __________
DIRECTIONS: This form is designed to help you evaluate student-created multimedia presentations. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student’s or group’s work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The topic of the presentation meets the requirements of the assignment.

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2. The presentation appears to be well researched.

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3. The content of the presentation is accurate and appropriate.

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4. The presentation indicates an understanding of content.

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5. The presentation indicates an ability to synthesize information.

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6. The presentation includes the required number of elements.

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7. The presentation is neatly executed and inviting.

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8. The presentation makes good technical use of the capabilities of multimedia.

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9. If a group project, each group member appears to have participated in the development of the presentation.

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10. Overall, the presentation represents the individual’s or group’s full potential.

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Additional Comments:

________________________________________________________________________

________________________________________________________________________

Total Points/Grade: ___________
WRITING TO INFORM

DIRECTIONS: This form is designed to help you evaluate informative writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student’s work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The student introduces the topic in a clear, lively, and interesting fashion.
   1 2 3 4 5

2. The student focuses on a main idea and supports it with explanations and facts.
   1 2 3 4 5

3. The student uses an authoritative tone.
   1 2 3 4 5

4. The student includes information from several sources.
   1 2 3 4 5

5. The student presents information that has been organized in a clear, understandable way.
   1 2 3 4 5

6. The student relates information in an objective way rather than expressing a particular viewpoint.
   1 2 3 4 5

7. The student takes into account the point of view of the audience being addressed.
   1 2 3 4 5

8. The student concludes with an interesting and brief summary of the presented information.
   1 2 3 4 5

9. The spelling, punctuation, and grammar on the writing assignment are accurate.
   1 2 3 4 5

10. The writing assignment is neatly typed or handwritten.
    1 2 3 4 5

Additional Comments: __________________________________________________________
__________________________
__________________________

Total Points/Grade: _________
WRITING ASSIGNMENTS

DIRECTIONS: This form is designed to help you evaluate writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student’s work on this assignment.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. Each paragraph in the assignment starts with a topic sentence.
   1 2 3 4 5

2. The organization of the writing assignment is clear and easy to follow.
   1 2 3 4 5

3. The assignment is concise and well written.
   1 2 3 4 5

4. The assignment employs the appropriate information or facts.
   1 2 3 4 5

5. The content demonstrates an understanding of the topic and related concepts.
   1 2 3 4 5

6. The assignment is neatly typed or handwritten.
   1 2 3 4 5

7. The spelling, punctuation, and grammar on the writing assignment are accurate.
   1 2 3 4 5

8. If appropriate, the assignment appears to have been well researched.
   1 2 3 4 5

9. The content fulfills all the requirements of the assignment.
   1 2 3 4 5

10. Overall, the work represents the writer’s full potential.
    1 2 3 4 5

Additional Comments: _________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Total Points/Grade: ___________
Advocacy and Service

Physical Education  Standard 2.2 Advocacy and Service

Social Studies  Standard 6.3 Active citizens in the 21st century

Advocacy and Service projects provide an opportunity for the students of Frankford, Lafayette and Sussex Wantage Regional School Districts to have a positive impact on the lives of self and others. The Social Studies and Physical Education curriculums include standards to address advocacy and service and active citizenship. School service projects are completed throughout the school year through activities such as food drives, nursing home visits, coat drives, newsletter folding, etc.

Homeroom Activities

It was noted that the following standards, strand and CPI’s from Physical Education and Health Curriculum are addressed homeroom activities

By the end of Grade 2  2.2.2.D.1: Determine the benefit for oneself and others of participating in a class or school service activity

By the end of Grade 4  2.2.4.D.1: Explain the impact of participation in different kinds of service projects on community wellness.

By the end of Grade 6  2.2.6.D Advocacy and Service: Participation in social and health or service organization initiatives have a positive social impact.

By the end of Grade 6  2.2.6.D.1: Appraise the goals of various community or service organization initiatives to determine opportunities for volunteer service

By the end of Grade 6  2.2.6.D.2: Develop a position about a health issue in order to inform their peers

Community Service Hour Requirement

It was noted that the following standards, strand and CPI’s from Physical Education and Health Curriculum are addressed through the Community Service Hour Requirement

2.2.D.8 Advocacy and Service: Effective Advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

2.2.8.D.1: Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

2.2.8.D.2: Defend a position on a health or service issue to activate community awareness and responsiveness.
Interdisciplinary Content Standards for Advocacy

It was noted that the following standards, strand and CPI’s from Social Studies Curriculum are addressed through various activities.

Social Studies

6.3.4.B.1
Active citizens in the 21st century:
Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
Are aware of their relationships to people, places, and resources in the local community and beyond.

6.3.4.B.1
Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Health and Physical Education Standards

2.2.4.C.1 and 2.2.4.C.2 by the end of grade 4 are addressed in Grade 5

2.2.4.C.1 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

   Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.

2.2.4.C.2 The health of the birth mother impacts the development of the fetus

   Relate the health of the birth mother to the development of a healthy fetus.
The cross curricular integration of technological skills is imperative to engaging students in real world applications and strategy based learning. The Regional Districts of Frankford, Lafayette and Sussex Wantage Schools maintain and support the vision and mission of the New Jersey Core Curriculum Content Standards for Technology(https://www.state.nj.us/education/cccs/standards/8/intro.pdf) as stated below, through an interdisciplinary, project based approach.

**Technology in the 21st Century**
Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in the global economy. As engaged digital learners, students are able to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration with others across the globe, challenging them to *design the future* as envisioned in the statements that follow:

**Mission:** Technology enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society.

**Vision:** The systematic integration of technology across the curriculum and in the teaching and learning process fosters a population that leverages 21st century resources to:

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.
### 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Grade 2**

<table>
<thead>
<tr>
<th>8.1.2.C.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td>Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</td>
<td>Students will engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.</td>
<td>cross school collaboration e pals video conferencing meet with students from other classrooms to share knowledge – follow up email and digital picture exchange <a href="http://www.Razkids.com">www.Razkids.com</a> <a href="http://www.studyisland.com">www.studyisland.com</a></td>
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<tr>
<th>8.1.2.D.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td>Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</td>
<td>Model legal and ethical behaviors when using both print and non-print information by citing resources.</td>
<td>Student research projects incorporate introduction to citing sources Identify and credit authors and illustrators Teaching use of quotation marks</td>
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</table>

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<tr>
<th>8.1.2.F.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td>Information accessed through the use of digital tools assists in generating solutions and making decisions.</td>
<td>Use mapping tools to plan and choose alternate routes to and from various locations.</td>
<td>Classroom activities include mapping routes around community and landmarks Computer lab <a href="http://www.studyisland.com">www.studyisland.com</a> ActivBoard and SmartBoard Activities Social Studies: mapping routes</td>
</tr>
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</table>
# 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

## Grade 4

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<tr>
<th>8.1.4.C.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td><strong>Digital tools</strong> and environments support the learning process and foster collaboration in solving local or global issues and problems.</td>
<td>Students will Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.</td>
<td>e pals video conferencing</td>
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<tr>
<th>8.1.4.D.2</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td>Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors</td>
<td>Students will analyze the need for and use of copyrights.</td>
<td>Discuss authors and illustrators as creators</td>
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<tr>
<th>8.1.4.E.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td>Effective use of <strong>digital tools</strong> assists in gathering and managing information</td>
<td>Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.</td>
<td>Use internet to supplement informational text</td>
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<tr>
<th>8.1.4.E.2</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective use of <strong>digital tools</strong> assists in gathering and managing information</td>
<td>Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</td>
<td>evaluate print and non-print resources compare and contrast print and electronic information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.1.4.F.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information accessed through the use of <strong>digital tools</strong> assists in generating solutions and making decisions.</td>
<td>Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.</td>
<td>Analyze data</td>
</tr>
</tbody>
</table>
### 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

#### Grade 8

<table>
<thead>
<tr>
<th>8.1.8.B.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
</table>
| **The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.** | Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service). | Blogging  
Disaster activity  
Skype with corporation  
Prezi  
Discovery Education  
Power Points  
Youtube  
Socrative |

<table>
<thead>
<tr>
<th>8.1.8.C.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
</table>
| **Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.** | Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions. | Money Island  
Stock Market game  
Online Pen pals |

<table>
<thead>
<tr>
<th>8.1.8.D.2 and D.3</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
</table>
| **Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.** | 1. Summarize the application of fair use and Creative Commons guidelines.  
2. Demonstrate how information on a controversial issue may be biased. | Plagiarism  
Work Cited  
Propaganda discussions (Social Studies, Math, English Language Arts) |

<table>
<thead>
<tr>
<th>8.1.8.E.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
</table>
| **Effective use of digital tools assists in gathering and managing information.** | Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. | Google Tools  
Earthquake Activity  
Real Time Data  
Research paper  
Stock market  
Civil Rights Timeline |

<table>
<thead>
<tr>
<th>8.1.8.F.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information accessed through the use of digital tools assists in generating solutions and making decisions.</strong></td>
<td>Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.</td>
<td></td>
</tr>
</tbody>
</table>
### 8.2 Technology Education, Engineering, and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

#### Grade 2

<table>
<thead>
<tr>
<th>8.2.2.B.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The design process is a systematic approach to solving problems.</td>
<td>Brainstorm and devise a plan to repair a broken toy or tool using the design process.</td>
<td>Science activities/hands-on learning in classroom Invention Convention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2.2.C.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.</td>
<td>Demonstrate how reusing a product affects the local and global environment.</td>
<td>Cross curricular Science activities in classroom Earth Day awareness Hands-on activities Recycling Worm bin Projects generated by recycled materials Take it to the Net: Reading Street Inventors Environment Science: Global Warming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2.2.D.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems</td>
<td>Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.</td>
<td>Math activities in classroom include tallying and graphing responses Invention convention Reading Street – Inventors Science - Simple machines Socrative in Science Blogs in Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2.2.E.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital tools</strong> facilitate local and global communication and collaboration in designing products and systems</td>
<td>Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.</td>
<td>Video conferencing E pals E polls Invention Convention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2.2.F.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technological products and systems are created through the application and appropriate use of technological resources.</td>
<td>Identify the resources needed to create technological products and systems</td>
<td>Hands on science activities Natural resources Discovery Education Invention Convention</td>
</tr>
</tbody>
</table>
### 8.2 Technology Education, Engineering, and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

#### Grade 4

<table>
<thead>
<tr>
<th>8.2.4.A.1 and A.2</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology products and systems impact every aspect of the world in which we live.</td>
<td>1. Investigate factors that influence the development and function of technology products and systems. 2. Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.</td>
<td>Develop technology product Art Science activities Direct hands-on comparisons Social Studies Inventions <a href="http://www.inventivekids.com">www.inventivekids.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2.4.B. 1, B.2, B.3 and B.4</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The design process is a systematic approach to solving problems.</td>
<td>1. Develop a product using an online simulation that explores the design process 2. Design an alternative use for an existing product. 3. Explain the positive and negative effect of products and systems on humans, other species, and the environment. 4. Compare and contrast how technology transfer happens within a technology, among technologies, and among other fields of study.</td>
<td>Make a simple machine toy Earth day activities/discussions Wind chime construction from recycled items Science Research papers in Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2.4.C.1 and C.3</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.</td>
<td>1. Explain the impact of disposing of materials in a responsible way. 3. Examine ethical considerations in the development and production of a product from its inception through production, marketing, use, maintenance, and eventual disposal by consumers.</td>
<td>Teach recycling Trip to local landfill Green Assembly program Earth Day Activities Environmental Club Science: Using Natural Resources Propaganda in Advertising</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2.4.D.1</th>
<th>Student Objective</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems</td>
<td>Analyze responses collected from owners/users of a particular product and suggest modifications in the design of the product based on their responses</td>
<td></td>
</tr>
</tbody>
</table>
### 8.2.4.E.1 Student Objective Suggested Activities

**Digital tools** facilitate local and global communication and collaboration in designing products and systems.

<table>
<thead>
<tr>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in collaboration with peers to produce and publish a report that explains how technology is or was successfully or unsuccessfully used to address a local or global problem.</td>
</tr>
<tr>
<td>Make a video diary of local problems with pollution.</td>
</tr>
<tr>
<td>Clean environment show an “after” video.</td>
</tr>
<tr>
<td>Disaster Activity</td>
</tr>
</tbody>
</table>

### 8.2.4.F.1 and F.2 Student Objective Suggested Activities

Technological products and systems are created through the application and appropriate use of technological resources.

<table>
<thead>
<tr>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe how resources are used in a technological product or system.</td>
</tr>
<tr>
<td>2. Explain how resources are processed in order to produce technological products and systems.</td>
</tr>
<tr>
<td>Develop easy product using assembly line (make ice cream sundaes).</td>
</tr>
</tbody>
</table>

### 8.2.4.G.1, G.2 and G.3 Student Objective Suggested Activities

The designed world is the product of a design process that provides the means to convert resources into products and systems.

<table>
<thead>
<tr>
<th>Suggested Activities</th>
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</thead>
<tbody>
<tr>
<td>1. Examine a malfunctioning tool and use a step-by-step process to troubleshoot and present options to repair the product.</td>
</tr>
<tr>
<td>2. Explain the functions of a system and subsystems.</td>
</tr>
<tr>
<td>3. Evaluate the function, value, and aesthetics of a technological product, system, or environment from the perspective of the user and the producer.</td>
</tr>
<tr>
<td>Science: Electricity Unit</td>
</tr>
</tbody>
</table>

### 8.2 Technology Education, Engineering, and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

In the Region of Frankford, Lafayette and Sussex Wantage, the following Technology Education, Engineering, and Design Technology Standards are addressed at the High School Level.

<table>
<thead>
<tr>
<th>8.2.4.C.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.</td>
</tr>
<tr>
<td>Explain the purpose of trademarks and the impact of trademark infringement on businesses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2.8.C.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.</td>
</tr>
<tr>
<td>Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.</td>
</tr>
</tbody>
</table>
21st Century Life and Career Skills

The Regional Districts of Frankford, Lafayette and Sussex Wantage Schools support the vision and mission of the New Jersey State Department of Education’s Core Curriculum Content Standards for 21st Century Life and Career Skills (http://www.state.nj.us/education/cccs/standards/9/intro.pdf) as stated below:

**Mission:**

21st-century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st-century global workplace.

**Vision:**

The systematic integration of 21st-century life and career skills across the K-12 curriculum and in career and technical education programs fosters a population that:

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

**Standard 9.1 21st Century Life and Career Skills:**

The implementation of the Standard 9.1: 21st Century Life and Career Skills for students of the Regional Districts of Frankford, Lafayette and Sussex Wantage Schools is infused into all curriculum guides as a component of the unit template (see individual curriculum guides). The template includes the literacies and skills as an association with The Partnership for 21st Century Skills, www.p21.org The following contains the objective for Standard 9.1 21st Century Life and Career Skills as stated by The New Jersey Department of Education (http://www.state.nj.us/education/cccs/standards/9/intro.pdf)
Standard 9.1 21st Century Life and Career Skills:
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the Framework for 21st Century Learning:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Standard 9.2 Financial Literacy:
The implementation of the Standard 9.2: Personal Financial Literacy for students of the Regional Districts of Frankford, Lafayette and Sussex Wantage Schools is infused in an interdisciplinary format in a variety of curriculum areas that include: English Language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, and Science (see Appendix A for specific examples of additional interdisciplinary connections).

MoneyIsland offered by First Hope Bank is utilized by 7th grade educators to provide students with an online learning platform that teaches “real-life” principles of financial responsibility. MoneyIsland provides invaluable life lessons that better prepare future generations. Aligned with national standards published by the Jump$tart Coalition® for Personal Financial Literacy, the MoneyIsland curriculum builds skills in three basic areas: Saving & Spending, Earning & Investing, and Using Credit Wisely” (http://firsthope.moneyisland.com/about/about-moneyisland.html).

The following contains the objective for Standard 9.2: Personal Financial Literacy as stated by The New Jersey Department of Education (http://www.state.nj.us/education/cccs/standards/9/intro.pdf)

Standard 9.2 Personal Financial Literacy:
All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Standard 9.2 Personal Financial Literacy, describes skills that prepare students for personal and civic financial literacy. Financial literacy includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact the self, the family, and the local and global communities.

The Standard is aligned to the Jump $tart Coalition for Personal Financial Literacy’s National Standards in K-12 Personal Finance Education and includes seven strands:

- Income and Careers
- Money Management
- Credit and Debt Management
- Planning, Saving, and Investing
- Becoming a Critical Consumer
- Civic Financial Responsibility
- Risk Management and Insurance
Standard 9.3: Career Awareness, Exploration, and Preparation:
The implementation of the Standard 9.3 Career Awareness, Exploration, and Preparation: for students of the Regional Districts of Frankford, Lafayette and Sussex Wantage Schools is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language. (see Appendix B for specific examples of additional interdisciplinary connections).

The following contains the objective for Standard 9.3: Career Awareness, Exploration, and Preparation as stated by The New Jersey Department of Education (http://www.state.nj.us/education/cccs/standards/9/intro.pdf)

College and Career Life Planning, offered by the National Education and Empowerment Foundation, provide parents and educators with a free online learning platform that provide invaluable career tools for middle school students to develop awareness in future education, career, and life planning.
www.collegecareerlifeplanning.com

Standard 9.3: Career Awareness, Exploration, and Preparation:
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.3: Career Awareness, Exploration, and Preparation, describes skills that prepare students for career pursuits and lifelong learning. The three strands in Standard 9.3 reflect the requirements outlined in New Jersey Administrative Code (N.J.A.C. 6A:8-3.2):

Career Awareness (grades K-4)
Career Exploration (grades 5-8)
Career Preparation (grades 9-12)
Appendix A

**Standard 9.2 Financial Literacy:**
Examples of additional interdisciplinary connections for the implementation of the Standard 9.2: Personal Financial Literacy

**A. Income & Careers**

**9.2.4. A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

- Grade 1 – Social Studies, English Language Arts, Guidance
- Grade 2 – Guidance
- Grade 3 – Social Studies, Guidance
- Grade 4 – Social Studies, Guidance

**9.2.8. A.1** Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

- TREP$ Program
  - Grade 5 – English Language Arts
  - Grade 6 – Science, Math
  - Grade 7 – Science, Math, Stock Market Game
  - Grade 8 – English Language Arts

**9.2.4. A.2** Identify potential sources of income and their limitations.

- Grade 1 – English Language Arts, English Language Arts
- Grade 3 – Social Studies

**9.2.8. A.2** Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

- TREP$ Program
  - Grade 5 – Social Studies
  - Grade 6 – Math
  - Grade 7 – Math, Stock Market Game Social Studies,

**9.2.4. A.3** Explain how income affects spending and take-home pay.

- Grade 1 – Social Studies, English Language Arts
- Grade 3 – Social Studies
- Grade 4 – Math (Lakeland Bank Program)
9.2.8. A.3 Relate earning power to quality of life across cultures

TREP$ Program
Grade 6 – English Language Arts, Social Studies
Grade 7 – English Language Arts, Social Studies, Math, Stock Market Game
Grade 8 – English Language Arts, Social Studies

9.2.4. A.4 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (medical benefits) are taken out of pay

Grade 3 – Social Studies
Grade 4 – Social Studies

9.2.8. A.4 Relate how the demand for certain skills determines an individual’s earning power.

TREP$ Program
Grade 5 – Social Studies, Art
Grade 6 – English Language Arts, Art, Social Studies
Grade 7 – Art, Social Studies, Math, Stock Market Game
Grade 8 – Math, Art, Social Studies

9.2.4. A.4 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

Grade 3 – Social Studies
Grade 4 – Social Studies

9.2.8. A.4 Relate how the demand for certain skills determines an individual’s earning power.

TREP$ Program
Grade 5 – Social Studies
Grade 6 – Math, English Language Arts, Music
Grade 7 – Math, English Language Arts
Grade 8 – Math, English Language Arts

9.2.8. A.5 Explain the difference between “earned income” and “unearned income” (e.g., gifts) and why earned income is important.

Grade 6 – Math, Art
Grade 8 – Math
9.2.8. A.6 Examine how labor market trends and the cost of living can affect real income, spending decisions, and lifestyle.

   Grade 7 – Math, Social Studies, English Language Arts,
   Grade 8 – Health

9.2.8. A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.

   Grade 8 – Math, Health

9.2.8. A.8 Differentiate among the types of taxes and employee benefits.

   Grade 7 - Social Studies
   Grade 8- Social Studies, Health, Math

9.2.8. A.9 Differentiate between taxable and nontaxable income.

   Grade 7 – Math
   Grade 8 – Health, Math

B. Money Management
9.2.4. B.1 Differentiate between financial wants and needs.

   Kindergarten - Social Studies, Math, Guidance
   Grade 1 – Social Studies, English Language Arts, Guidance
   Grade 2 - Guidance
   Grade 3 – Social Studies, Guidance
   Grade 4 – Math (Lakeland Bank Program), Social Studies, Guidance

9.2.8. B.1 Construct a simple personal savings and spending plan based on various sources of income.

   Grade 6 – Math
   Grade 7 – Math, Technology, Money Island
   Grade 8 – Math

9.2.4. B.2 Identify age-appropriate financial goals.

   Grade 1 – Social Studies
   Grade 4 – Math (Lakeland Bank Program)
9.2.8. B.1 Construct a simple personal savings and spending plan based in various sources of income

Grade 6 – Math, Technology, Money Island
Grade 7 – Math, Technology, Money Island
Grade 8 – Math, Technology, Money Island

9.2.8. B.2 Justify the concept of “paying yourself first” as financial savings strategy

Grade 6 – Math, Technology, Money Island
Grade 7 – Math, Technology, Money Island
Grade 8 – Math, Technology, Money Island

9.2.8. B.3 Relate the concept of deferred gratification to investment, meeting financial goals and building wealth

Grade 5 – Technology
Grade 6 – Math, Technology, Money Island
Grade 7 – Math, Technology, Money Island
Grade 8 – Math, Technology, Money Island

9.2.4. B.3 Explain what a budget is and why it is important.

Grade 3 – Social Studies
Grade 4 – Math (Lakeland Bank Program)

9.2.4. B.4 Identify common household expense categories and sources of income.

Grade 1 – Social Studies
Grade 2 – Social Studies, English Language Arts, Math
Grade 4 – Math

9.2.8. B.4 Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.

Grade 5 – Science, Math
Grade 6 – Social Studies, Math
Grade 7 – English Language Arts, Social Studies, Math
Grade 8 – English Language Arts, Social Studies, Math
9.2.4. B.5 Identify ways to earn and save

   Grade 1 - English Language Arts
   Grade 2 - Math
   Grade 3 – Social Studies
   Grade 4 – Math (Lakeland Bank Program)

9.2.8. B.5 Evaluate the relationship of cultural traditions and historical influences on financial practice.

   Grade 6 - English Language Arts, Social Studies
   Grade 7 – Art, Social Studies
   Grade 8 - Social Studies

9.2.8. B.6 Construct a budget to save for long-term, short-term, and charitable goals.

   Grade 6 – Math, Technology, Money Island
   Grade 7 – Math, Technology, Money Island
   Grade 8 – Math, Technology, Money Island

9.2.4. B.7 Explain the purposes of financial institutions in the community.

   Grade 4 – Math (Lakeland Bank Program)

9.2.8. B.7 Develop a system for keeping and using financial records.

   Grade 7 – Math
   Grade 8 – Math

9.2.8. B.8 Explain the concept of cash flow and construct cash flow statements.

   Grade 6 - English Language Arts

9.2.8. B.10 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, checkbooks).

   Grade 7 - Math
   Grade 8 – Math

9.2.8. B.11 justify safeguarding personal information when using credit cards, banking electronically, or filing forms

   Grade 8 – Math
C. Credit and Debt Management

9.2.8. C.1 Compare and contrast the financial products and services offered by different types of financial institutions

   Grade 7 – Math, Technology, Money Island

9.2.8. C.2 Compare and contrast debt and credit management strategies

   Grade 7 – Math, Technology, Money Island

9.2.8. C.3 Demonstrate an understanding of the terminology associated with different types of credit and compare the interest rates associated with each.

   Grade 7 – Math, Technology, Money Island

9.2.8. C.4 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).

   Grade 5 – Math
   Grade 7 – Math, Technology, Money Island

9.2.8. C.5 Determine ways to leverage debt beneficially

   Grade 7 – Math, Technology, Money Island

9.2.8. C.6 Determine potential consequences of using “easy access” credit (e.g., using a line of credit verse obtaining a loan for a specific purpose)

   Grade 7 – Math, Technology, Money Island

9.2.8. C.7 Explain the meaning and possible consequences of “predatory lending practices”

   Grade 7 – Math, Technology, Money Island

9.2.8. C.8 Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.

   Grade 7 – Math, Technology, Money Island

9.2.8. C.9 Summarize the causes and consequences of personal bankruptcy.

   Grade 6 - English Language Arts
   Grade 7 - English Language Arts, Math, Technology, Money Island
   Grade 8 - English Language Arts

9.2.8. C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.

   Grade 7 – Math, Technology, Money Island
D. Planning, Saving, and Investing

9.2.4. D.1 Determine various ways to save

- Grade 2 – Math
- Grade 4 – Math (Lakeland Bank Program)

9.2.8. D.1 Determine how saving contributes to financial well-being.

- Grade 5 - English Language Arts
- Grade 6 – Math, Technology, Money Island
- Grade 7 – Art, Math, Technology, Money Island
- Grade 8 – Math, Technology, Money Island

9.2.8. D.2 Differentiate among various savings tools and how to use them most effectively

- Grade 6 – Math, Technology, Money Island
- Grade 7 – Art, Math, Technology, Money Island
- Grade 8 – Math, Technology, Money Island

9.2.8. D.3 Differentiate among various investment options.

- Grade 5 – Math (Stock Market)
- Grade 6 – Math, Technology, Money Island
- Grade 7 – Math, Technology, Money Island
- Grade 8 – Math, Technology, Money Island

9.2.8. D.4 Distinguish between income and investment growth

- Grade 6 – Math, Technology, Money Island
- Grade 7 – Math, Technology, Money Island
- Grade 8 – Math, Technology, Money Island

9.2.8. D.5 Explain the economic principle of supply and demand.

- Grade 5 – Social Studies
- Grade 6 – Social Studies
- Grade 7 – Social Studies
- Grade 8 – Social Studies

9.2.8. D.6 Relate savings and investing decisions to successful entrepreneurship

TREP$
9.2.8. D.7 Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).

   Grade 5 – Social Studies
   Grade 6 - English Language Arts

9.2.8. D.8 Assess the impact of inflation on economic decisions and lifestyles.

   Grade 7 - Social Studies
   Grade 8 – Social Studies

E. Becoming a Critical Consumer
9.2.4. E.1 Cost benefit analysis informs responsible spending practices

   Grade 1 - English Language Arts
   Grade 2 – Math, English Language Arts, Social Studies
   Grade 4 – Math (Lakeland Bank Program)

9.2.8. E.1 Prioritize personal wants and needs when making purchases.

   Family Consumer Science Class
   Life Skills Class
   Grade 5 - Social Studies
   Grade 6 – Math
   Grade 7 – Math, Technology, Money Island
   Grade 8 – Math

9.2.8. E.2 Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards

   Family Consumer Science Class
   Life Skills Class
   Grade 7 – Math

9.2.8. E.3 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer check, certified check, money order, gift card, barter) for various situations

   Family Consumer Science Class
   Life Skills Class

9.2.4. E.4 Apply comparison shopping skills to purchasing decisions

   Grade 1 - English Language Arts
9.2.8. E.4 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.

Family Consumer Science Class
Life Skills Class
Grade 5 – Math
Grade 6 – Math
Grade 7 – Math
Grade 8 – Math

9.2.4. E.5 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.

Grade 1 - English Language Arts
Grade 3 – Social Studies

9.2.8. E.5 Identify the components of written and verbal contracts and the inherent responsibilities of the contracting parties

Family Consumer Science Class
Life Skills Class
Grade 6 – Math
Grade 7 – Math
Grade 8 – Math

9.2.8. E.5 Identify the components of written and verbal contracts and the inherent responsibilities of the contracting parties

Family Consumer Science Class
Life Skills Class

9.2.4. E.7 Compare and contrast product facts versus advertising claims.

Grade 3 – Social Studies

9.2.8. E.7 Recognize the techniques and effects of deceptive advertising.

Family Consumer Science Class
Life Skills Class
Grade 5 – DARE, Health
Grade 6 - English Language Arts, Social Studies, Math, Science, Technology, Health
Grade 7 - English Language Arts, Social Studies, Health, Math, Science, Technology
Grade 8 - English Language Arts, Social Studies, Health, Math, Science, Technology
F. Civic Financial Responsibility

9.2.4. F.1 Demonstrate an understanding of individual financial obligations and community financial obligations

Kindergarten – Math
Grade 1 - English Language Arts

9.2.8. F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

Grade 5 – Earth Day
Grade 6 – Social Studies, English Language Arts
Grade 7 - Social Studies, English Language Arts
Grade 8 – Social Studies, English Language Arts

9.2.4. F.3 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Grade 1- Social Studies, Service and Advocacy
Grade 3 - Social Studies, Service and Advocacy
Grade 4 – Social Studies, Service and Advocacy

9.2.8. F.3 Relate the impact of business, government and consumer fiscal responsibility to the economy and to personal finance

Grade 6 – Social Studies, English Language Arts
Grade 7 – Social Studies, English Language Arts
Grade 8 – Social Studies, English Language Arts

9.2.8. F.4 Calculate appropriate amounts of charitable giving based on current financial status.

Grade 6– Music
Grade 7– Music
Grade 8 – Music

G. Risk Management and Insurance

9.2.8. G.1 Compare the impact of losses associated with different types of financial risk

Grade 6 – Math, English Language Arts

9.2.4. G.3 Describe how valuable items might be damaged or lost and ways to protect them

Kindergarten – Show and Tell
Grade 1 - Discussions
Grade 2- Discussions
Grade 3- Discussions
Grade 4- Discussions
9.2.8. G.3 Explain the purpose and importance of health, disability, life and consumer insurance protection

Grade 7 – Math, Technology, Money Island
Grade 8 – Math

9.2.8. G.4 Determine criteria for deciding the amount of insurance protection needed

Grade 7 – Math, Technology, Money Island

9.2.8. G.5 Analyze the need for and value of different types of insurance and the impact of deductibles

Grade 7 – Math, Technology, Money Island

9.2.8. G.6 Evaluate the need for different types of extended warranties

Grade 7 – Math, Technology, Money Island
Appendix B

**Standard 9.3: Career Awareness, Exploration, and Preparation:**
Examples of additional interdisciplinary connections for the implementation of the Standard 9.3 Career Awareness, Exploration, and Preparation

**A. Career Awareness**

**9.3.4. A.1** Identify reasons why people work and discuss how work can help a person achieve personal goals.

- Kindergarten – Guidance
- Grade 1 – Guidance, Social Studies
- Grade 2 – Social Studies, English Language Arts, Guidance
- Grade 3 – Guidance, Social Studies
- Grade 4 – Guidance, Social Studies, English Language Arts, Science
- Grade 5 – Guidance, Social Studies

**9.3.4. A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

- Kindergarten – Service and Advocacy, Social Studies
- Grade 1 – Guidance, Social Studies, English Language Arts
- Grade 3 – Guidance, Social Studies
- Grade 4 – Guidance, Social Studies, English Language Arts
- Grade 5 – Guidance, Social Studies

**9.3.4. A.3** Appraise personal likes and dislikes and identify careers that might be suited to personal likes.

- Kindergarten – Social Studies
- Grade 1 – Guidance
- Grade 2 – Guidance
- Grade 3 – Guidance
- Grade 4 – Guidance

**9.3.4. A.4** Identify qualifications needed to pursue traditional and nontraditional careers and occupations.

- Kindergarten – Guidance
- Grade 1 – Guidance
- Grade 2 – Guidance
- Grade 3 – Guidance, Music
- Grade 4 – Guidance, Music, English Language Arts, Science
- Grade 5 – Guidance, Music
- Grade 6 – Guidance, Music
- Grade 7 – Guidance, Music
- Grade 8 – Guidance, Music
9.3.4. A.6 Explain why knowledge and skills acquired in elementary grades lay the foundation for the future academic and career success.

Kindergarten – Guidance  
Grade 1 - Guidance  
Grade 2 – Guidance  
Grade 3 – Guidance, Music  
Grade 4– Guidance, Music, English Language Arts, Science, Cross curricular

B. Career Exploration

9.3.8. B.1 Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.

Family Consumer Science  
Grade 5 – Guidance  
Grade 6 – Guidance  
Grade 7 – Guidance  
Grade 8 - Guidance

9.3.8. B.2 Identify common knowledge, skills, and abilities needed within the federal 16 Career Clusters.

Family Consumer Science  
Grade 6 – Guidance  
Grade 7 – Career Day (LTES), Guidance  
Grade 8 – Career Day (LTES), Technology, Guidance

9.3.8. B.3 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

Family Consumer Science  
Grade 5 – Guidance, Science, Technology  
Grade 6 – Guidance, Technology  
Grade 7 – Math, Career Day (LTES), Guidance, Technology  
Grade 8 – Math, English Language Arts, Career Day (LTES), Guidance, Technology

9.3.8. B.4 Identify high school and county career and technical school courses and programs that support career or occupational areas of interest.

Family Consumer Science  
Grade 5 – Guidance, Technology  
Grade 6 – Guidance, Technology  
Grade 7 – Guidance, Technology  
Grade 8 – Health, Technology, Visitation to High Point Regional High School, Guidance
9.3.8. B.5 Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.

Family Consumer Science
Grade 5 – Guidance, English Language Arts
Grade 6 – Guidance
Grade 7 - Career Day (LTES), Guidance
Grade 8 – Health, Technology, Career Day (LTES), Visitation to High Point Regional High School, English Language Arts, Social Studies, One Book, Guidance

9.3.8. B.6 Evaluate communication, collaboration, and leadership skills and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities

Family Consumer Science
Guidance
Grade 5 - English Language Arts, Health, Social Studies, Science, Math, Technology, Guidance
Grade 6 - English Language Arts, Health, Social Studies, Science, Math, Technology, Guidance
Grade 7 – English Language Arts, Health, Social Studies, Science, Math, Technology, Guidance
Grade 8 – English Language Arts, Health, Social Studies, Science, Math, Technology, Guidance

9.3.8. B.7 Explain what is meant by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally.

Family Consumer Science
Grade 5 – Science
Grade 6 – Guidance
Grade 7 – English Language Arts, Guidance
Grade 8 – Health, Technology, Guidance

9.3.8. B.8 Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally

Family Consumer Science
Guidance
Grade 5 – Special Assemblies, Health, English Language Arts, Social Studies, Science, Math, Technology
Grade 6 - Health, English Language Arts, Social Studies, Science, Math, Technology, Guidance
Grade 7 – English Language Arts, Health, Social Studies, Science, Math, Technology, Guidance
Grade 8 – English Language Arts, Health, Social Studies, Science, Math, Technology, Guidance

9.3.8. B.9 Inventory the requirements for entering different career areas using online job information such as the federal Occupation Information Network or new Jersey State career Development website, and determine why those requirements are needed for success in a chosen career

Family Consumer Science
Guidance
9.3.8. B.11 Prepare a sample résumé and cover letter as part of an application for part-time or summer employment.

Family Consumer Science
Grade 6 – Guidance
Grade 7 – Guidance
Grade 8 – Guidance, English Language Arts

9.3.8. B.12 Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.

Family Consumer Science
Guidance
Grade 5 – Social Studies, Science, Guidance, Technology
Grade 6 – English Language Arts, Health, Social Studies, Science, Math, Technology, Guidance
Grade 7 – Math, English Language Arts, Health, Social Studies, Science, Math, Technology, Guidance
Grade 8 – English Language Arts, Health, Social Studies, Science, Math, Technology, Guidance

9.3.8. B.13 Locate information about working papers, including what is required to obtain them and who must sign them

Grade 6 – Guidance
Grade 7 – Guidance
Grade 8 – Guidance, English Language Arts

9.3.8. B.15 Analyze a past or current local, national, or international incident that violated professional, legal, and/or ethical responsibilities in an employment setting, and explain the impact of the incident on employees and others.

Grade 6 – English Language Arts, Social Studies, Guidance
Grade 7 – English Language Arts, Social Studies, Guidance
Grade 8 – English Language Arts, Social Studies, Guidance

9.3.8. B.16 Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level of income.

Across Curriculum on-going discussions
Grade 6 – English Language Arts, Social Studies, Guidance
Grade 7 – English Language Arts, Social Studies, Guidance
Grade 8 – English Language Arts, Social Studies, Guidance
9.3.8. B.17 Recognize that an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Across Curriculum on-going discussions
Grade 5 – Class discussions, Assemblies, homeroom, Technology
Grade 6 – English Language Arts, Social Studies, Guidance, Technology
Grade 7 – Music, English Language Arts, Social Studies, Guidance, Technology
Grade 8 – English Language Arts, Social Studies, Guidance, Music, Technology, Visitation to High Point Regional High School

9.3.8. B.18 Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).

Across Curriculum on-going discussions
Grade 6 - Guidance
Grade 7 – Health, Guidance
Grade 8 – Health, Guidance