

Language Arts National Common Core Grades 6-12

KEY: **P:** Partially Introduce, **I:** Introduce, **R:** Reinforce (K-8), Instructional Focus (9-12)

READING

6		7		8		9		10		11		12	
	A1. Interconnected Elements: Students read and make generalizations from texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.		A1. Interconnected Elements: Students read and make generalizations from texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.		A1. Interconnected Elements: Students read and make generalizations from texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.		A1. Interconnected Elements: Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.		A1. Interconnected Elements: Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.		A1. Interconnected Elements: Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.		A1. Interconnected Elements: Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.
R	A1a. Use a range of before, during, and after <i>reading strategies</i> to deepen their understanding of text(s).	R	A1a. Use a range of before, during, and after <i>reading strategies</i> to deepen their understanding of text(s).	R	A1a. Use a range of before, during, and after <i>reading strategies</i> to deepen their understanding of text(s).	R	A1a. Use a flexible range of before, during, and after <i>reading strategies</i> to deepen understanding of the author's message.	R	A1a. Use a flexible range of before, during, and after <i>reading strategies</i> to deepen understanding of the author's message.	R	A1a. Use a flexible range of before, during, and after <i>reading strategies</i> to deepen understanding of the author's message.		A1a. Use a flexible range of before, during, and after <i>reading strategies</i> to deepen understanding of the author's message.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
R	A1b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.	R	A1b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.	R	A1b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.	R	A1b. Demonstrate ownership of appropriate vocabulary effectively using a word in different contexts and for different purposes.	R	A1b. Demonstrate ownership of appropriate vocabulary effectively using a word in different contexts and for different purposes.	R	A1b. Demonstrate ownership of appropriate vocabulary effectively using a word in different contexts and for different purposes.		A1b. Demonstrate ownership of appropriate vocabulary effectively using a word in different contexts and for different purposes.
I	A1c. Determine the meaning of unknown words by using a variety of strategies including <i>context cues</i> , definition, example, restatement, and compare/ contrast.	I	A1c. Determine the meaning of unknown words by using a variety of strategies including understanding and explaining that similar and related words can express different <i>shades of meaning</i> .	I	A1c. Determine the meaning of unknown words by using a variety of strategies including the <i>connotative</i> and <i>denotative</i> meaning of words.	R	A1c. Determine the meaning of unknown words by analyzing the <i>context</i> in which they are used, using reference sources, and applying knowledge of <i>word parts</i> and their meanings.	R	A1c. Determine the meaning of unknown words by analyzing the <i>context</i> in which they are used, using reference sources, and applying knowledge of <i>word parts</i> and their meanings.	R	A1c. Determine the meaning of unknown words by analyzing the <i>context</i> in which they are used, using reference sources, and applying knowledge of <i>word parts</i> and their meanings.		A1c. Determine the meaning of unknown words by analyzing the <i>context</i> in which they are used, using reference sources, and applying knowledge of <i>word parts</i> and their meanings.
I	A1d. Use <i>phonics</i> , <i>word parts</i> , and word relationships when necessary to maintain fluency and meaning as they read.	I	A1d. Use the origins and meanings of foreign words that are frequently used in English to aid comprehension as they read.	I	A1d. Use knowledge of Greek, Latin, and Anglo-Saxon <i>roots</i> and <i>word parts</i> to maintain fluency and meaning as they read science, social studies, and mathematics texts.	R	A1d. Pronounce and recognize foreign words, <i>tier 3 words</i> across all content areas, and specific literary terms to enhance comprehension of complex texts.	R	A1d. Pronounce and recognize foreign words, <i>tier 3 words</i> across all content areas, and specific literary terms to enhance comprehension of complex texts.	R	A1d. Pronounce and recognize foreign words, <i>tier 3 words</i> across all content areas, and specific literary terms to enhance comprehension of complex texts.		A1d. Pronounce and recognize foreign words, <i>tier 3 words</i> across all content areas, and specific literary terms to enhance comprehension of complex texts.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
R	A1e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	R	A1e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression	R	A1e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	R	A1e. Fluently and accurately read text using appropriate pacing, phrasing, intonation, and expression.		A1e. Fluently and accurately read text using appropriate pacing, phrasing, intonation, and expression.		A1e. Fluently and accurately read text using appropriate pacing, phrasing, intonation, and expression.		A1e. Fluently and accurately read text using appropriate pacing, phrasing, intonation, and expression.
I	A1f. Demonstrate comprehension by summarizing and making generalizations of whole texts, parts of texts, and across texts.	R	A1f. Demonstrate comprehension by summarizing, generalizing, drawing conclusions, making judgments, and making connections between prior knowledge and multiple texts.	R	A1f. Demonstrate comprehension by summarizing, generalizing, drawing conclusions, making judgments, interpreting text, and synthesizing information within and across texts.		A1f. Demonstrate comprehension by evaluating texts using established criteria.	R	A1f. Demonstrate comprehension by evaluating texts using established criteria.	R	A1f. Demonstrate comprehension by evaluating texts using established criteria.		A1f. Demonstrate comprehension by evaluating texts using established criteria.
	A2 Literary Texts: Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity, and analyze the characteristics		A2 Literary Texts: Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity, and analyze the characteristics		A2 Literary Texts: Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity, and analyze the characteristics,		A2 Literary Texts: Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction, nonfiction, drama, and poetry</i>, using		A2 Literary Texts: Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction, nonfiction, drama, and poetry</i>, using		A2 Literary Texts: Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction, nonfiction, drama, and poetry</i>, using		A2 Literary Texts: Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction, nonfiction, drama, and poetry</i>, using

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
	noting how structural features and common literary devices help shape the reader's response.		noting how structural features and common literary devices help shape the reader's response.		noting how structural features and common literary devices help shape the reader's response.		excerpts from the text to defend their assertions.		excerpts from the text to defend their assertions.		excerpts from the text to defend their assertions.		excerpts from the text to defend their assertions.
I	A2a. Describe external and internal <i>conflicts of the characters</i> and their effect on the <i>plot</i> .	I	A2a. Analyze an author's characterization techniques including the <i>character's</i> thoughts, words, and actions; the <i>narrator's</i> description; and the thoughts, words, and actions of other characters.	I	A2a. Analyze the effect of the qualities of a <i>character</i> on the <i>plot</i> and on the resolution of the conflict.	R	A2a. Analyze the characters' external and internal <i>conflicts</i> .		A2a. Analyze the characters' external and internal <i>conflicts</i> .		A2a. Analyze the characters' external and internal <i>conflicts</i> .		A2a. Analyze the characters' external and internal <i>conflicts</i> .
I	A2b. Analyze the influence of the setting on the problem and its resolution.	I	A2b. Identify events that advance the <i>plot</i> and determine how each event explains past or present action or foreshadows future action.	I	A2b. Evaluate the structural elements of the <i>plot</i> , such as subplots, parallel episodes, and climax; the <i>plot's</i> development; and the way in which conflicts are (or are not) addressed and resolved.	R	A2b. Analyze the difference between <i>first-person and third-person narration</i> and the effect of <i>point of view</i> on a reader's interpretation of a text.		A2b. Analyze the difference between <i>first-person and third-person narration</i> and the effect of <i>point of view</i> on a reader's interpretation of a text.		A2b. Analyze the difference between <i>first-person and third-person narration</i> and the effect of <i>point of view</i> on a reader's interpretation of a text.		A2b. Analyze the difference between <i>first-person and third-person narration</i> and the effect of <i>point of view</i> on a reader's interpretation of a text.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
I	A2c. Explain the difference between <i>first-person</i> and <i>third-person</i> narration.	I	A2c. Contrast points of view including first person, third person, limited and omniscient in a literary text.	I	A2c. Explain how different points of view can affect the overall theme of the work.		A2c. Determine the effects of common <i>literary devices</i> on the <i>style</i> and <i>tone</i> of a text.	R	A2c. Determine the effects of common <i>literary devices</i> on the <i>style</i> and <i>tone</i> of a text.	R	A2c. Determine the effects of common <i>literary devices</i> on the <i>style</i> and <i>tone</i> of a text.		A2c. Determine the effects of common <i>literary devices</i> on the <i>style</i> and <i>tone</i> of a text.
I	A2d. Explain how the effects of common <i>literary devices</i> , including <i>imagery</i> , <i>symbolism</i> , or <i>metaphors</i> , in a variety of fictional and literary nonfiction texts, help the reader understand the text.	I	A2d. Identify the relationship between the use of <i>literary devices</i> and a writer's style to understand the text.	I	A2d. Analyze the <i>literary devices</i> that define a writer's style and use those elements to interpret the text.	R	A2d. Evaluate the <i>theme</i> or <i>themes</i> , whether explicitly stated or implied, in a literary text.	R	A2d. Evaluate the <i>theme</i> or <i>themes</i> , whether explicitly stated or implied, in a literary text.	R	A2d. Evaluate the <i>theme</i> or <i>themes</i> , whether explicitly stated or implied, in a literary text.		A2d. Evaluate the <i>theme</i> or <i>themes</i> , whether explicitly stated or implied, in a literary text.
I	A2e. Describe the <i>theme</i> of a selection, whether implied or stated directly	I	A2e. Compare how similar themes are presented in different works.	I	A2e. Identify and analyze recurring <i>themes</i> that appear frequently across traditional and contemporary works.		A2e. Identify, compare, and analyze recurring themes across works.	R	A2e. Identify, compare, and analyze recurring themes across works.	R	A2e. Identify, compare, and analyze recurring themes across works		A2e. Identify, compare, and analyze recurring themes across works.
I	A2f. Identify how meaning is conveyed in poetry through <i>figurative language</i> , <i>rhythm</i> , <i>alliteration</i> , and <i>rhyme</i> .	I	A2f. Identify how meaning is conveyed in <i>poetry</i> through word choice, sentence structure, line length, and punctuation.	I	A2f. Describe the use of <i>diction</i> , <i>figurative language</i> , repetition, <i>rhyme</i> and <i>tone</i> to convey meaning in <i>poetry</i>	R	A2f. Analyze how meaning is conveyed in <i>poetry</i> through <i>diction</i> , <i>figurative language</i> , repetition, and <i>rhyme</i> .	R	A2f. Analyze how meaning is conveyed in <i>poetry</i> through <i>diction</i> , <i>figurative language</i> , repetition, and <i>rhyme</i> .	R	A2f. Analyze how meaning is conveyed in <i>poetry</i> through <i>diction</i> , <i>figurative language</i> , repetition, and <i>rhyme</i> .		A2f. Analyze how meaning is conveyed in <i>poetry</i> through <i>diction</i> , <i>figurative language</i> , repetition, and <i>rhyme</i> .

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
I	A2g. Identify various genres of literature and their purposes.	I	A2g. Analyze the characteristics of various genres of literature and their purposes.	I	A2g. Evaluate the characteristics of various genres of literature and their purposes.		A2g. Compare types of <i>poetry</i> .		A2g. Compare types of <i>poetry</i> .	R	A2g. Compare types of <i>poetry</i> .		A2g. Compare types of <i>poetry</i> .
							A2h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.		A2h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.	R	A2h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.		A2h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.
	A3. Informational Texts: Students read various <i>informational texts</i>, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented .		A3. Informational Texts: Students read various <i>informational texts</i>, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented		A3. Informational Texts: Students read various <i>informational texts</i>, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented		A3. Informational Texts: Students evaluate the validity, truthfulness, and usefulness of ideas presented in <i>informational texts</i>, within a grade appropriate span of text complexity, noting how the <i>text features</i> and <i>text structures</i> affect the information presented.		A3. Informational Texts: Students evaluate the validity, truthfulness, and usefulness of ideas presented in <i>informational texts</i>, within a grade appropriate span of text complexity, noting how the <i>text features</i> and <i>text structures</i> affect the information presented.		A3. Informational Texts: Students evaluate the validity, truthfulness, and usefulness of ideas presented in <i>informational texts</i>, within a grade appropriate span of text complexity, noting how the <i>text features</i> and <i>text structures</i> affect the information presented.		A3. Informational Texts: Students evaluate the validity, truthfulness, and usefulness of ideas presented in <i>informational texts</i>, within a grade appropriate span of text complexity, noting how the <i>text features</i> and <i>text structures</i> affect the information presented.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
I	A3a. Create and revise questions that can be answered by using <i>text structures</i> and information found within texts	R	A3a. Create and revise questions that can be answered by using <i>text structures</i> and information found within texts	R	A3a. Create and revise questions that can be answered by using <i>text structures</i> and information found within texts		A3a. Evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence.		A3a. Evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence	R	A3a. Evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence.		A3a. Evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence.
I	A3b. Identify the <i>text structures</i> of informational publications including newspapers, magazines, and online sources and use them to obtain information.	I	A3b. Analyze the amount of coverage and organization of ideas in varied informational materials.	I	A3b. Analyze differences in the structures and purposes of varied informational materials.		A3b. Evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.		A3b. Evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.	R	A3b. Evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy		A3b. Evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.
I	A3c. Identify and trace the development of an author's argument, purpose, position, or perspective to aid comprehension.	I	A3c. Draw conclusions about a text and its purpose, and support them with evidence from the text.	I	A3c. Evaluate the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.		A3c. Evaluate the effect(s) of rhetorical devices on the interpretation of information.		A3c. Evaluate the effect(s) of rhetorical devices on the interpretation of information. .	R	A3c. Evaluate the effect(s) of rhetorical devices on the interpretation of information.		A3c. Evaluate the effect(s) of rhetorical devices on the interpretation of information.
I	A3d. Make reasonable statements and draw conclusions that are supported with evidence from the text.	I	A3d. Make comparisons about information from several passages or articles from different texts.	I	A3d. Draw conclusions about information from multiple texts and support them with evidence from the texts.		A3d. Evaluate the effective use, purposes, and intended audiences of various types of informational texts.		A3d. Evaluate the effective use, purposes, and intended audiences of various types of informational texts	R	A3d. Evaluate the effective use, purposes, and intended audiences of various types of informational texts.		A3d. Evaluate the effective use, purposes, and intended audiences of various types of informational texts.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
I	A3e. Follow multi-step instructions related to a content area text or technical manual.	I	A3e. Follow multi-step instructions in a technical manual or content area text to complete a task or use a simple device.	I	A3e. Follow multi-step instructions to complete an application or a complex task.								
	A4. Persuasive Texts: Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented in these texts.		A4. Persuasive Texts: Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented in these texts.		A4. Persuasive Texts: Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented in these texts.		A4. Persuasive Texts: Students evaluate the validity, truthfulness, and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented.		A4. Persuasive Texts: Students evaluate the validity, truthfulness, and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented.		A4. Persuasive Texts: Students evaluate the validity, truthfulness, and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented.		A4. Persuasive Texts: Students evaluate the validity, truthfulness, and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented.
I	A4a. Recognize arguments for and against issues.	I	A4a. Recognize organizational patterns of compare/contrast, proposition/support, and problem/solution in an argument to aid	I	A4a. Explain how organizational patterns shape an author's argument.		A4a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and <i>fallacious reasoning</i> .	R	A4a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and <i>fallacious reasoning</i> .		A4a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and <i>fallacious</i>		A4a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and <i>fallacious reasoning</i> .

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
			comprehension.								reasoning.		
I	A4b. Identify the author's position or perspective.	I	A4b. Identify and use ways to detect bias. c. Identify problems with an author's use of figures of speech, logic, or reasoning.	I	A4b. Analyze the author's perspective, noting instances of <i>bias, stereotyping, and generalizations.</i>		A4b. Recognize and explain the use and misuse of forms of nuance such as ambiguity, contradiction, irony, and over-or-understatement in persuasive texts.	R	A4b. Recognize and explain the use and misuse of forms of nuance such as ambiguity, contradiction, irony, and over-or-understatement in persuasive texts.		A4b. Recognize and explain the use and misuse of forms of nuance such as ambiguity, contradiction, irony, and over-or-understatement in persuasive texts.		A4b. Recognize and explain the use and misuse of forms of nuance such as ambiguity, contradiction, irony, and over-or-understatement in persuasive texts.
I	A4c. Distinguish among facts, supported inferences, and opinions.			I	A4c. Explain instances of <i>propaganda</i> and faulty reasoning.		A4c. Identify and describe the effect of <i>figurative language</i> and other <i>rhetorical devices</i> ; explain why they do or do not contribute to the overall effectiveness of the argument.	R	A4c. Identify and describe the effect of <i>figurative language</i> and other <i>rhetorical devices</i> ; explain why they do or do not contribute to the overall effectiveness of the argument.		A4c. Identify and describe the effect of <i>figurative language</i> and other <i>rhetorical devices</i> ; explain why they do or do not contribute to the overall effectiveness of the argument.		A4c. Identify and describe the effect of <i>figurative language</i> and other <i>rhetorical devices</i> ; explain why they do or do not contribute to the overall effectiveness of the argument.
P	A4d. Summarize the author's position or perspective.	I	A4d. Make reasonable judgments about a text through accurate, supporting evidence.	I	A4d. Evaluate positions presented in text(s) and take a supported stand.		A4d. Analyze the purpose(s) of a persuasive text; describe the intended audience, and assess the overall effectiveness of text.	R	A4d. Analyze the purpose(s) of a persuasive text; describe the intended audience, and assess the overall effectiveness of text.		A4d. Analyze the purpose(s) of a persuasive text; describe the intended audience, and assess the overall effectiveness of text.		A4d. Analyze the purpose(s) of a persuasive text; describe the intended audience, and assess the overall effectiveness of text.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
P	A4e. Identify purpose and intended audience of a text.	I	A4e. Identify purpose and intended audience of a text.	R	A4e. Identify purpose and intended audience of a text.								
P	A4f. Identify rhetorical devices an author uses to persuade the reader including <i>bandwagon, peer pressure, repetition, and testimonial.</i>	I	A4f. Identify rhetorical devices an author uses to persuade the reader including <i>bandwagon, peer pressure, repetition, testimonial, hyperbole, and loaded words.</i>	R	A4f. Identify rhetorical devices an author uses to persuade the reader including <i>bandwagon, peer pressure, repetition, testimonial, hyperbole, loaded words,</i> <i>I transfer, amplification, and extended metaphor.</i>								

Language Arts National Common Core Grades 6-12

KEY: **P:** Partially Introduce, **I:** Introduce, **R:** Reinforce (K-8), Instructional Focus (9-12)

WRITING

6		7		8		9		10		11		12	
	B1 Interconnected Elements: Students use a <i>writing process</i> to communicate for a variety of audiences and purposes		B1 Interconnected Elements: Students use a <i>writing process</i> to communicate for a variety of audiences and purposes		B1 Interconnected Elements: Students use a <i>writing process</i> to communicate for a variety of audiences and purposes		B1 Interconnected Elements: Students use a <i>writing process</i> to develop an appropriate <i>genre</i>, exhibiting an explicit <i>organizational structure</i>, perspective, and <i>style</i> to communicate with target audiences for specific purposes.		B1 Interconnected Elements: Students use a <i>writing process</i> to develop an appropriate <i>genre</i>, exhibiting an explicit <i>organizational structure</i>, perspective, and <i>style</i> to communicate with target audiences for specific purposes.		B1 Interconnected Elements: Students use a <i>writing process</i> to develop an appropriate <i>genre</i>, exhibiting an explicit <i>organizational structure</i>, perspective, and <i>style</i> to communicate with target audiences for specific purposes.		B1 Interconnected Elements: Students use a <i>writing process</i> to develop an appropriate <i>genre</i>, exhibiting an explicit <i>organizational structure</i>, perspective, and <i>style</i> to communicate with target audiences for specific purposes.
R	B1a. Determine a purpose for writing.	R	B1a. Determine a purpose for writing.	R	B1a. Determine a purpose for writing.		B1a. Locate, summarize, and synthesize information from <i>primary</i> and <i>secondary sources</i> , as necessary.		B1a. Locate, summarize, and synthesize information from <i>primary</i> and <i>secondary sources</i> , as necessary.	R	B1a. Locate, summarize, and synthesize information from <i>primary</i> and <i>secondary sources</i> , as necessary.		B1a. Locate, summarize, and synthesize information from <i>primary</i> and <i>secondary sources</i> , as necessary.
I	B1b. Decide which information is included to achieve the desired purpose.	R	B1b. Decide which information is included to achieve the desired purpose.	R	B1b. Decide which information is included to achieve the desired purpose.		B1b. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice.		B1b. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice.	R	B1b. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice.		B1b. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
R	B1c. Revise drafts to improve focus, effect, and <i>voice</i> incorporating <i>peer response</i> when appropriate.	R	B1c. Revise drafts to improve focus, effect, and <i>voice</i> incorporating <i>peer response</i> when appropriate.	R	B1c. Revise drafts to improve focus, effect, and <i>voice</i> incorporating <i>peer response</i> when appropriate.		B1c. Revise drafts to improve synthesis of information from sources, ensuring that the <i>organizational structure</i> , perspective, and <i>style</i> are effective for the targeted audience and purpose.		B1c. Revise drafts to improve synthesis of information from sources, ensuring that the <i>organizational structure</i> , perspective, and <i>style</i> are effective for the targeted audience and purpose.	R	B1c. Revise drafts to improve synthesis of information from sources, ensuring that the <i>organizational structure</i> , perspective, and <i>style</i> are effective for the targeted audience and purpose.		B1c. Revise drafts to improve synthesis of information from sources, ensuring that the <i>organizational structure</i> , perspective, and <i>style</i> are effective for the targeted audience and purpose.
R	B1d. Edit for correct grammar, usage, and mechanics.	R	B1d. Edit for correct grammar, usage, and mechanics.	R	B1d. Edit for correct grammar, usage, and mechanics.	R	B1d. Edit for correct grammar, usage, and mechanics.	R	B1d. Edit for correct grammar, usage, and mechanics.	R	B1d. Edit for correct grammar, usage, and mechanics.		B1d. Edit for correct grammar, usage, and mechanics.
I	B1e. Write to achieve a specific purpose.	R	B1e. Write to achieve a specific purpose.	R	B1e. Write to achieve a specific purpose.	R	B1e. Create <i>legible</i> final drafts.		B1e. Create <i>legible</i> final drafts.		B1e. Create <i>legible</i> final drafts.		B1e. Create <i>legible</i> final drafts.
R	B1f. Create <i>legible</i> final drafts.	R	B1f. Create <i>legible</i> final drafts.	R	B1f. Create <i>legible</i> final drafts.								
	B2. Narrative: Students write <i>narratives</i> that convey complex ideas, observations, events, or reflections.		B2. Narrative: Students write <i>narratives</i> that convey complex ideas, observations, events, or reflections.		B2. Narrative: Students write <i>narratives</i> that convey complex ideas, observations, events, or reflections.		B2. Narrative: Students embed narrative writing in a written text when appropriate to the audience and purpose.		B2. Narrative: Students embed narrative writing in a written text when appropriate to the audience and purpose.		B2. Narrative: Students embed narrative writing in a written text when appropriate to the audience and purpose.		B2. Narrative: Students embed narrative writing in a written text when appropriate to the audience and purpose.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
I	B2a. Establish a <i>plot</i> or other narrative structure, <i>point of view</i> , setting, and <i>conflict</i> .	R	B2a. Establish a <i>plot</i> or other narrative structure, <i>point of view</i> , setting, and <i>conflict</i> .	R	B2a. Establish a <i>plot</i> or other narrative structure, <i>point of view</i> , setting, and <i>conflict</i> .	R	B2a. Use <i>diction</i> , <i>syntax</i> , <i>imagery</i> , and <i>tone</i> to create a distinctive <i>voice</i> .	R	B2a. Use <i>diction</i> , <i>syntax</i> , <i>imagery</i> , and <i>tone</i> to create a distinctive <i>voice</i> .		B2a. Use <i>diction</i> , <i>syntax</i> , <i>imagery</i> , and <i>tone</i> to create a distinctive <i>voice</i> .		B2a. Use <i>diction</i> , <i>syntax</i> , <i>imagery</i> , and <i>tone</i> to create a distinctive <i>voice</i> .
I	B2b. Develop <i>characters</i> .	R	B2b. Develop <i>characters</i> .	R	B2b. Develop <i>characters</i> .	R	B2b. Organize ideas in a logical sequence with effective transitions.	R	B2b. Organize ideas in a logical sequence with effective transitions.		B2b. Organize ideas in a logical sequence with effective transitions.		B2b. Organize ideas in a logical sequence with effective transitions.
I	B2c. Use a range of <i>narrative strategies</i> for effect including dialogue and suspense.	R	B2c. Use a range of <i>narrative strategies</i> for effect including dialogue and suspense.	R	B2c. Use a range of <i>narrative strategies</i> for effect including dialogue and suspense.								
I	B2d. Use <i>stylistic devices</i> including figurative language and <i>point of view</i> to clarify, enhance, and develop ideas.	R	B2d. Use <i>stylistic devices</i> including figurative language and <i>point of view</i> to clarify, enhance, and develop ideas.	R	B2d. Use <i>stylistic devices</i> including figurative language and <i>point of view</i> to clarify, enhance, and develop ideas.								
	B3. Argument/ Analysis: Students write <i>academic essays</i> that state a clear position, supporting the position with relevant evidence.		B3. Argument/ Analysis: Students write <i>academic essays</i> that state a clear position, supporting the position with relevant evidence.		B3. Argument/ Analysis: Students write <i>academic essays</i> that state a clear position, supporting the position with relevant evidence.		B3. Argument/ Analysis: Students write <i>academic essays</i> that structure ideas and arguments in a sustained and logical fashion.		B3. Argument/ Analysis: Students write <i>academic essays</i> that structure ideas and arguments in a sustained and logical fashion.		B3. Argument/ Analysis: Students write <i>academic essays</i> that structure ideas and arguments in a sustained and logical fashion.		B3. Argument/ Analysis: Students write <i>academic essays</i> that structure ideas and arguments in a sustained and logical fashion.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
R	B3a. Summarize and paraphrase and/or explain information from reading, listening, or viewing.	R	B3a. Summarize and paraphrase and/or explain information from reading, listening, or viewing.	R	B3a. Summarize and paraphrase and/or explain information from reading, listening, or viewing.	R	B3a. Explain and evaluate information from reading, listening, or viewing.		B3a. Explain and evaluate information from reading, listening, or viewing.		B3a. Explain and evaluate information from reading, listening, or viewing.		B3a. Explain and evaluate information from reading, listening, or viewing.
P	B3b. Write essays that support an idea and build a <i>logical</i> argument excluding extraneous information and differentiating between facts and opinions.	I	B3b. Write essays that support an idea and build a <i>logical</i> argument excluding extraneous information and differentiating between facts and opinions.	R	B3b. Write essays that support an idea and build a <i>logical</i> argument excluding extraneous information and differentiating between facts and opinions.	R	B3b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.	R	B3b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.	R	B3b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.		B3b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.
	B4. Persuasive: Students write <i>persuasive essays</i> addressed to a specific audience for a particular purpose.		B4. Persuasive: Students write <i>persuasive essays</i> addressed to a specific audience for a particular purpose.		B4. Persuasive: Students write <i>persuasive essays</i> addressed to a specific audience for a particular purpose.		B4. Persuasive: Students write <i>persuasive essays</i> exhibiting logical reasoning and rhetorical techniques.		B4. Persuasive: Students write <i>persuasive essays</i> exhibiting logical reasoning and rhetorical techniques.		B4. Persuasive: Students write <i>persuasive essays</i> exhibiting logical reasoning and rhetorical techniques.		B4. Persuasive: Students write <i>persuasive essays</i> exhibiting logical reasoning and rhetorical techniques.
I	B4a. Employ a variety of persuasive techniques in an essay that supports an idea using facts, supported inferences, and/or opinions appropriate to the audience and purpose and is intended to	R	B4a. Employ a variety of persuasive techniques in an essay that supports an idea using facts, supported inferences, and/or opinions appropriate to the audience and purpose and is intended to	R	B4a. Employ a variety of persuasive techniques, including presenting alternate views objectively or addressing potential counterclaims, in an essay that supports an idea		B4a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs,	R	B4a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs,	R	B4a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs,		B4a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
	influence the opinions, beliefs, or positions of others.		influence the opinions, beliefs, or positions of others.		using facts, supported inferences, and/or opinions appropriate to the audience and purpose and is intended to influence the opinions, beliefs, or positions of others.		or positions of others.		or positions of others.		or positions of others.		opinions, beliefs, or positions of others.
	B5 Practical Application: Students write simple business letters and documents related to career development.		B5 Practical Application: Students write simple business letters and documents related to career development.		B5 Practical Application: Students write simple business letters and documents related to career development.		B5 Practical Application: Students write personal communication and pieces related to educational development, career issues, and civic participation.		B5 Practical Application: Students write personal communication and pieces related to educational development, career issues, and civic participation.		B5 Practical Application: Students write personal communication and pieces related to educational development, career issues, and civic participation.		B5 Practical Application: Students write personal communication and pieces related to educational development, career issues, and civic participation.
P	B5a. Write information purposefully and succinctly to meet the needs of the audience.	I	B5a. Write information purposefully and succinctly to meet the needs of the audience.	R	B5a. Write information purposefully and succinctly to meet the needs of the audience.		B5a. Complete college, job, licensing, and/or scholarship applications.		B5a. Complete college, job, licensing, and/or scholarship applications.	R	B5a. Complete college, job, licensing, and/or scholarship applications.		B5a. Complete college, job, licensing, and/or scholarship applications.
I	B5b. Write to convey specific requests for detailed information.	R	B5b. Write to convey specific requests for detailed information.	R	B5b. Write to convey specific requests for detailed information.	R	B5b. Write to request information.		B5b. Write to request information.		B5b. Write to request information.		B5b. Write to request information.
				I	B5c. Follow a conventional format		B5c. Write editorials.	R	B5c. Write editorials.		B5c. Write editorials.		B5c. Write editorials.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
					for writing resumes, memoranda, and/or proposals.								
I	B5d. Write multi-step directions, with annotation where appropriate, for completing a task.	R	B5d. Write multi-step directions, with annotation where appropriate, for completing a task.		B5d. Write multi-step directions, with annotation where appropriate, for completing a task.								
	C1 Research: Students propose and revise research questions, collect information from a wide variety of <i>primary and/or secondary sources</i> , and follow the conventions of documentation to communicate findings.		C1 Research: Students propose and revise research questions, collect information from a wide variety of <i>primary and/or secondary sources</i> , and follow the conventions of documentation to communicate findings.		C1 Research: Students propose and revise research questions, collect information from a wide variety of <i>primary and/or secondary sources</i> , and follow the conventions of documentation to communicate findings.		C1 Research: Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a variety of <i>primary and secondary sources</i> following the conventions of documentation.		C1 Research: Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a variety of <i>primary and secondary sources</i> following the conventions of documentation.		C1 Research: Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a variety of <i>primary and secondary sources</i> following the conventions of documentation.		C1 Research: Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a variety of <i>primary and secondary sources</i> following the conventions of documentation.
I	C1a. Determine the nature and extent of information needed.	R	C1a. Determine the nature and extent of information needed.	R	C1a. Determine the nature and extent of information needed.		C1a. Select and apply research methods that are appropriate for the purpose of the inquiry.		C1a. Select and apply research methods that are appropriate for the purpose of the inquiry.	R	C1a. Select and apply research methods that are appropriate for the purpose of the inquiry.		C1a. Select and apply research methods that are appropriate for the purpose of the inquiry.
I	C1b. Locate and access relevant information.	R	C1b. Locate and access relevant information.	R	C1b. Locate and access relevant information.		C1b. Make judgments about conflicting findings		C1b. Make judgments about conflicting findings	R	C1b. Make judgments about conflicting findings		C1b. Make judgments about conflicting findings

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
							from different sources, incorporating findings from sources that are valid and refuting others.		from different sources, incorporating findings from sources that are valid and refuting others.		from different sources, incorporating findings from sources that are valid and refuting others.		from different sources, incorporating findings from sources that are valid and refuting others.
		P	C1c. Demonstrate facility with note-taking, organizing information, and creating bibliographies.	I	C1c. Demonstrate facility with note-taking, organizing information, and creating bibliographies.		C1c. Synthesize information from varied sources and/or data gathered from fieldwork and interviews.		C1c. Synthesize information from varied sources and/or data gathered from fieldwork and interviews.	R	C1c. Synthesize information from varied sources and/or data gathered from fieldwork and interviews.		C1c. Synthesize information from varied sources and/or data gathered from fieldwork and interviews.
I	C1d. Distinguish between <i>primary and secondary sources</i> .	R	C1d. Distinguish between <i>primary and secondary sources</i> .	R	C1d. Distinguish between <i>primary and secondary sources</i> .		C1d. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.	R	C1d. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.	R	C1d. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.		C1d. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.
		I	C1e. Evaluate and verify the credibility of the information found in <i>print and non-print sources</i> .	R	C1e. Evaluate and verify the credibility of the information found in <i>print and non-print sources</i> .		C1e. Create and present a coherent set of findings that integrates paraphrasing, quotations, and proper citation. Access and present information ethically and legally.		C1e. Create and present a coherent set of findings that integrates paraphrasing, quotations, and proper citation. Access and present information ethically and legally.	R	C1e. Create and present a coherent set of findings that integrates paraphrasing, quotations, and proper citation. Access and present information ethically and legally.		C1e. Create and present a coherent set of findings that integrates paraphrasing, quotations, and proper citation. Access and present information ethically and legally.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
		I	C1f. Use additional sources to resolve contradictory information.		C1f. Use additional sources to resolve contradictory information.								
		I	C1g. Summarize and interpret information presented in varied sources, and/or from fieldwork, experiments, and interviews.		C1g. Summarize and interpret information presented in varied sources, and/or from fieldwork, experiments, and interviews.								
		I P	C1h. Present findings by paraphrasing, quoting sources, and using proper citation.	R I	C1h. Present findings by paraphrasing, quoting sources, and using proper citation.								
		P	C1i. Use information ethically and legally.	I	C1i. Use information ethically and legally.								
	D1. Grammar and Usage: Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.		D1. Grammar and Usage: Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.		D1. Grammar and Usage: Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.		D1. Grammar and Usage: Students apply rhetorical skills when reading, writing, and speaking through their understanding of <i>Standard American English</i>.		D1. Grammar and Usage: Students apply rhetorical skills when reading, writing, and speaking through their understanding of <i>Standard American English</i>.		D1. Grammar and Usage: Students apply rhetorical skills when reading, writing, and speaking through their understanding of <i>Standard American English</i>.		D1. Grammar and Usage: Students apply rhetorical skills when reading, writing, and speaking through their understanding of <i>Standard American English</i>.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
R	D1a. Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, conjunctions, and interjections correctly.	R	D1a. Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions, and interjections correctly.	R	D1a. Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions, and interjections correctly.	R	D1a. Use appropriate <i>diction, syntax, and figurative language</i> to suit purpose, context, and audience.	R	D1a. Use appropriate <i>diction, syntax, and figurative language</i> to suit purpose, context, and audience.	R	D1a. Use appropriate <i>diction, syntax, and figurative language</i> to suit purpose, context, and audience.		D1a. Use appropriate <i>diction, syntax, and figurative language</i> to suit purpose, context, and audience.
P	D1b. Use compound-complex sentences.	I	D1b. Use compound-complex sentences.	R	D1b. Use compound-complex sentences.	R	D1b. Use handbooks, style guides or other writing sources to confirm accuracy of <i>Standard American English</i> .	R	D1b. Use handbooks, style guides or other writing sources to confirm accuracy of <i>Standard American English</i> .	R	D1b. Use handbooks, style guides or other writing sources to confirm accuracy of <i>Standard American English</i> .		D1b. Use handbooks, style guides or other writing sources to confirm accuracy of <i>Standard American English</i> .
P	D1c. Use active and passive voices effectively.	I	D1c. Use active and passive voices effectively.	R	D1c. Use active and passive voices effectively.								
	D2. Mechanics: Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.		D2. Mechanics: Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.		D2. Mechanics: Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.		D2. Mechanics: Students demonstrate the use of the structures and conventions of <i>Standard American English</i> in their communication.		D2. Mechanics: Students demonstrate the use of the structures and conventions of <i>Standard American English</i> in their communication.		D2. Mechanics: Students demonstrate the use of the structures and conventions of <i>Standard American English</i> in their communication.		D2. Mechanics: Students demonstrate the use of the structures and conventions of <i>Standard American English</i> in their communication.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
R	D2a. Use correct capitalization and punctuation including commas and semi-colons.	R	D2a. Use correct capitalization and punctuation including commas and semi-colons.	R	D2a. Use correct capitalization and punctuation including commas and semi-colons.	R	D2a. Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation, and audience.	R	D2a. Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation, and audience.	R	D2a. Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation, and audience.		D2a. Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation, and audience.
I	D2b. Correctly spell frequently misspelled words and common <i>homophones</i> .	R	D2b. Correctly spell frequently misspelled words and common <i>homophones</i> .	R	D2b. Correctly spell frequently misspelled words and common <i>homophones</i> .								
	E1. Listening: Students adjust listening strategies to understand formal and informal discussion, debates or presentations and then apply the information.		E1. Listening: Students adjust listening strategies to understand formal and informal discussion, debates or presentations and then apply the information.		E1. Listening: Students adjust listening strategies to understand formal and informal discussion, debates or presentations and then apply the information.		E1. Listening: Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information.		E1. Listening: Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information.		E1. Listening: Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information.		E1. Listening: Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information.
R	E1a. Ask appropriate clarifying questions.	R	E1a. Ask appropriate clarifying questions.	R	E1a. Ask appropriate clarifying questions.	R	E1a. Formulate clarifying questions.		E1a. Formulate clarifying questions.		E1a. Formulate clarifying questions.		E1a. Formulate clarifying questions.
I	E1b. Summarize and apply information presented.	R	E1b. Summarize and apply information presented.	R	E1b. Summarize and apply information presented.	R	E1b. Examine and critique information presented.		E1b. Examine and critique information presented.	R	E1b. Examine and critique information presented.		E1b. Examine and critique information presented.
P	E1c. Acknowledge and build upon the ideas of others.	I	E1c. Acknowledge and build upon the ideas of others.	R	E1c. Acknowledge and build upon the ideas of others.		E1c. Expand on ideas presented by others.	R	E1c. Expand on ideas presented by others.		E1c. Expand on ideas presented by others.		E1c. Expand on ideas presented by others.

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
	E2. Speaking: Students adjust speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.		E2. Speaking: Students adjust speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.		E2. Speaking: Students adjust speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.		E2. Speaking: Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.		E2. Speaking: Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.		E2. Speaking: Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.		E2. Speaking: Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.
P	E2a. Organize and present information logically.	I	E2a. Organize and present information logically.	R	E2a. Organize and present information logically.		E2a. Choose and present appropriate information logically and ethically.	R	E2a. Choose and present appropriate information logically and ethically.		E2a. Choose and present appropriate information logically and ethically.		E2a. Choose and present appropriate information logically and ethically.
R	E2b. Adjust volume, tone, eye contact, and gestures to suit the audience.	R	E2b. Adjust volume, tone, eye contact, and gestures to suit the audience.	R	E2b. Adjust volume, tone, eye contact, and gestures to suit the audience.		E2b. Apply conventions of <i>Standard American English</i> to suit audience and purpose.	R	E2b. Apply conventions of <i>Standard American English</i> to suit audience and purpose.		E2b. Apply conventions of <i>Standard American English</i> to suit audience and purpose.		E2b. Apply conventions of <i>Standard American English</i> to suit audience and purpose.
P	E2c. Use conventions of <i>Standard American English</i>.	I	E2c. Use conventions of <i>Standard American English</i>.	R	E2c. Use conventions of <i>Standard American English</i>.		E2c. Analyze feedback and revise delivery to improve effectiveness of communication.	R	E2c. Analyze feedback and revise delivery to improve effectiveness of communication.		E2c. Analyze feedback and revise delivery to improve effectiveness of communication.		E2c. Analyze feedback and revise delivery to improve effectiveness of communication.
		P	E2d. Seek feedback and revise to improve effectiveness of communication.	I	E2d. Seek feedback and revise to improve effectiveness of communication.		E2d. Select appropriate media, relevant to audience and purpose, to extend and support oral, written, and	R	E2d. Select appropriate media, relevant to audience and purpose, to extend and support oral, written, and		E2d. Select appropriate media, relevant to audience and purpose, to extend and support oral, written, and		E2d. Select appropriate media, relevant to audience and purpose, to extend and support oral, written, and

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
							visual communication.		visual communication.		visual communication.		visual communication.
		P	E2e. Select appropriate media, relevant to audience and purpose that support oral, written, and visual communication.	I	E2e. Select appropriate media, relevant to audience and purpose that support oral, written, and visual communication.								
	F1 Analysis of Media: Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.		F1 Analysis of Media: Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.		F1 Analysis of Media: Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.		F1 Analysis of Media: Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media.		F1 Analysis of Media: Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media.		F1 Analysis of Media: Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media.		F1 Analysis of Media: Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media.
I	F1a. Describe and evaluate the <i>text features</i> of visual and non-visual media.	R	F1a. Describe and evaluate the <i>text features</i> of visual and non-visual media.	R	F1a. Describe and evaluate the <i>text features</i> of visual and non-visual media.	R	F1a. Explain how visual and sound effects influence messages in various media.		F1a. Explain how visual and sound effects influence messages in various media.		F1a. Explain how visual and sound effects influence messages in various media.		F1a. Explain how visual and sound effects influence messages in various media.
P	F1b. Explain the role of the media in shaping opinions.	I	F1b. Explain the role of the media in shaping opinions.	R	F1b. Explain the role of the media in shaping opinions.	R	F1b. Explain the similarities and differences between the messages conveyed by <i>print and non-print</i>		F1b. Explain the similarities and differences between the messages conveyed by <i>print and non-print</i>		F1b. Explain the similarities and differences between the messages conveyed by <i>print and non-print</i>		F1b. Explain the similarities and differences between the messages conveyed by <i>print and non-print</i>

Language Arts National Common Core Grades 6-12

KEY: P: Partially Introduce, I: Introduce, R: Reinforce (K-8), Instructional Focus (9-12)

6		7		8		9		10		11		12	
							<i>sources.</i>		<i>sources.</i>		<i>sources.</i>		<i>sources.</i>
		P	F1c. Note instances of bias, stereotyping, and propaganda.	I	F1c. Note instances of bias, stereotyping, and propaganda.		F1c. Compare the role of <i>print and non-print sources</i> , including advertising, in shaping public opinion and noting instances of unsupported inferences, or <i>fallacious reasoning</i> .	R	F1c. Compare the role of <i>print and non-print sources</i> , including advertising, in shaping public opinion and noting instances of unsupported inferences, or <i>fallacious reasoning</i> .		F1c. Compare the role of <i>print and non-print sources</i> , including advertising, in shaping public opinion and noting instances of unsupported inferences, or <i>fallacious reasoning</i> .		F1c. Compare the role of <i>print and non-print sources</i> , including advertising, in shaping public opinion and noting instances of unsupported inferences, or <i>fallacious reasoning</i> .
							d. Select appropriate media, relevant to audience and purpose that extend and support oral, written, and visual communication.	R	d. Select appropriate media, relevant to audience and purpose that extend and support oral, written, and visual communication.		d. Select appropriate media, relevant to audience and purpose that extend and support oral, written, and visual communication.		d. Select appropriate media, relevant to audience and purpose that extend and support oral, written, and visual communication.