

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

RL = Reading and Literature

W = Writing

OLLS = Oral Language, Listening, and Speaking

V = Visual Literacy

RF = Foundational Skills

RL = Literature

W = Writing

RI = Informational Reading

SL = Speaking and Listening

L = Language Standards

TENTH GRADE

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
RL	Main	Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.			
RL	1	Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.			
RL	1.1	Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	L	4	Vocabulary Acquisition and Use: 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.
RL	1.1	Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	L	4.b	Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

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RL	1.1	Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	L	6	Vocabulary Acquisition and Use: 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.
RL	1.2	*Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.	L	4.b	Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
RL	1.2	*Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.	L	4	Vocabulary Acquisition and Use: 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.
RL	1.3	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	L	4	Vocabulary Acquisition and Use: 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.
RL	1.3	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	L	4.c	Vocabulary Acquisition and Use: 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.
RL	1.3	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	L	4.d	Vocabulary Acquisition and Use: 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).

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RL	1.3	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	L	6	Vocabulary Acquisition and Use: 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.
RL	1.4	Discriminate between connotative and denotative meanings and interpret the connotative power of words.	L	4.d	Vocabulary Acquisition and Use: 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).
RL	1.4	Discriminate between connotative and denotative meanings and interpret the connotative power of words.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL	1.4	Discriminate between connotative and denotative meanings and interpret the connotative power of words.	L	4	Vocabulary Acquisition and Use: 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.
RL	1.4	Discriminate between connotative and denotative meanings and interpret the connotative power of words.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	1.4	Discriminate between connotative and denotative meanings and interpret the connotative power of words.	L	5.b	Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.
RL	1.5	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	L	4	Vocabulary Acquisition and Use: 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.
RL	1.5	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	L	4.a	Vocabulary Acquisition and Use: 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.

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RL	1.5	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL	2	Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said. Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials and online information as well as expository (informational or technical) texts.	RL	10	Range of Reading and Level of Text Complexity: 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.
RL	2.1.a	Literal Understanding: Identify the structures and format of various informational documents and explain how authors use the features to achieve their purposes.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.
RL	2.1.b	Literal Understanding: Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.

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RL	2.1.c	Literal Understanding: Use a range of automatic monitoring and self-correcting methods (e.g. rereading, slowing down, subvocalizing, consulting resources, questioning).	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.
RL	2.1.d	Literal Understanding: Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.
RL	2.2.a	Inferences and Interpretation: Use elements of the text to defend responses and interpretations.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.
RL	2.2.a	Inferences and Interpretation: Use elements of the text to defend responses and interpretations.	RI	5	Craft and Structure; 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).
RL	2.2.b	Inferences and Interpretation: Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.

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RL	2.2.b	Inferences and Interpretation: Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	RL	1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	2.2.c	*Inferences and Interpretation: Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.
RL	2.2.c	*Inferences and Interpretation: Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).			
RL	2.3.a	Summary and Generalization: Determine the main idea, locate and interpret minor or subtly stated details in complex passages.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.
RL	2.3.a	Summary and Generalization: Determine the main idea, locate and interpret minor or subtly stated details in complex passages.	RL	10	Range of Reading and Level of Text Complexity: 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.

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RL	2.3.a	Summary and Generalization: Determine the main idea, locate and interpret minor or subtly stated details in complex passages.	RI	2	Key Ideas and Details: 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.
RL	2.3.b	Summary and Generalization: Use text features and elements to support inferences and generalizations about information.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.
RL	2.3.b	Summary and Generalization: Use text features and elements to support inferences and generalizations about information.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL	2.3.b	Summary and Generalization: Use text features and elements to support inferences and generalizations about information.	RI	2	Key Ideas and Details: 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.
RL	2.3.b	Summary and Generalization: Use text features and elements to support inferences and generalizations about information.	RL	1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	2.3.b	Summary and Generalization: Use text features and elements to support inferences and generalizations about information.	RI	1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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RL	2.3.c	Summary and Generalization: Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.
RL	2.3.c	Summary and Generalization: Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	RI	2	Key Ideas and Details: 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.
RL	2.3.c	Summary and Generalization: Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL	2.4.a	Analysis and Evaluation: Discriminate between fact and opinion and fiction and nonfiction.	RI	8	Integration of Knowledge and Ideas: 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.
RL	2.4.b	Analysis and Evaluation: Evaluate deceptive and/or faulty arguments in persuasive texts.	RI	8	Integration of Knowledge and Ideas: 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.
RL	2.4.b	Analysis and Evaluation: Evaluate deceptive and/or faulty arguments in persuasive texts.	RI	6	Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

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RL	2.4.c	Analysis and Evaluation: Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	RL	1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	2.4.c	Analysis and Evaluation: Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	RL	5	Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing flashbacks) create such effects as mystery, tension, or surprise.
RL	2.4.c	Analysis and Evaluation: Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	RI	1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	2.4.c	Analysis and Evaluation: Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	RI	3	Key Ideas and Details: 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.
RL	2.4.d	Analysis and Evaluation: Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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.
RL	2.4.d	Analysis and Evaluation: Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.	RL	5	Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing flashbacks) create such effects as mystery, tension, or surprise.
RL	2.4.d	Analysis and Evaluation: Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.	RI	6	Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

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RL	2.4.d	Analysis and Evaluation: Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.	RI	3	Key Ideas and Details: 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.
RL	3	Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.			
RL	3.1.a	Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of genres including short story, novel, drama, narrative, and lyric poetry, and essay.	RL	10	Range of Reading and Level of Text Complexity: 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.
RL	3.1.b	Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.			
RL	3.1.b	Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.	L	5.a	Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.

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RL	3.2.a	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood, and point of view with emphasis on how they are addressed and resolved.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL	3.2.b	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Explain how author's viewpoint or choice of a narrator affects the characterization and the tone, plot, mood, and credibility of a text.	RL	5	Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing flashbacks) create such effects as mystery, tension, or surprise.
RL	3.2.c	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).	RL	3	Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL	3.2.d	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory, (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.			

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RL	3.2.e	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).	RL	3	Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL	3.2.e	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).	RL	5	Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing flashbacks) create such effects as mystery, tension, or surprise.
RL	3.3.a	Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work: Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.	RI	4	Craft and Structure: 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 of a court opinion differs from that of a newspaper).
RL	3.3.a	Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work: Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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RL	3.3.a	Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work: Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL	3.3.a	Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work: Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.	RL	5.a	Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
RL	3.3.b	Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work: Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile	RI	4	Craft and Structure: 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 of a court opinion differs from that of a newspaper).
RL	3.3.b	Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work: Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL	3.3.c	*Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work: Analyze the melodies of literary language, including its use of evocative words, rhythms, and rhymes.	RI	4	Craft and Structure: 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 of a court opinion differs from that of a newspaper).

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RL	3.3.c	*Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work: Analyze the melodies of literary language, including its use of evocative words, rhythms, and rhymes.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL	3.4.a	Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate works of literature and the historical context in which they were written.	RL	6	Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL	3.4.a	Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate works of literature and the historical context in which they were written.	RI	9	Integration of Knowledge and Ideas: 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.
RL	3.4.b	Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate literature from various cultures to broaden cultural awareness.	RL	6	Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL	3.4.c	Literary Works - The student will read and respond to historically and culturally significant works of literature: Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.			
RL	4	Standard 4: Research and Information: The student will conduct research and organize information.			

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RL	4.1.a	Accessing Information - Select the best source for a given purpose: Access information from a variety of primary and secondary sources.	W	7	Research to Build and Present Knowledge: 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.
RL	4.1.a	Accessing Information - Select the best source for a given purpose: Access information from a variety of primary and secondary sources.	W	8	Research to Build and Present Knowledge: 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, avoid plagiarism and following a standard format for citation.
RL	4.1.b	*Accessing Information - Select the best source for a given purpose: Skim text for an overall impression and scan text for particular information.			
RL	4.1.c	*Accessing Information - Select the best source for a given purpose: Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).			
RL	4.2.a	Interpreting Information - Analyze and evaluate information from a variety of sources: Summarize, paraphrase, and/or quote relevant information.	W	7	Research to Build and Present Knowledge: 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.
RL	4.2.b	Interpreting Information - Analyze and evaluate information from a variety of sources: Determine the author's viewpoint to evaluate source credibility and reliability.	RI	6	Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

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RL	4.2.c	Interpreting Information - Analyze and evaluate information from a variety of sources: Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.			
RL	4.2.d	Interpreting Information - Analyze and evaluate information from a variety of sources: Identify complexities and inconsistencies in the information and the different perspectives found in each medium including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents or Internet sources.			
			RL	9	Integration of Knowledge and Ideas: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or The Bible or how a later author draws on a play by Shakespeare).
W	Main	Writing/grammar/usage and mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent, and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.			
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	W	2.f	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	W	1.e	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the arguments presented.
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	W	3.e	Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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W	1.1.a	Use a writing process to develop and refine composition skills. Students are expected to: use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.1.b	Use a writing process to develop and refine composition skills. Students are expected to: Analyze audience and purpose: i. consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion. ii. analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.1.c	Use a writing process to develop and refine composition skills. Students are expected to: Analyze appropriate mode/genre.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.1.d	Use a writing process to develop and refine composition skills. Students are expected to: develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.1.e	Use a writing process to develop and refine composition skills. Students are expected to: revise for appropriateness of organization, content, and style.	W	1.d	Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W	1.1.e	Use a writing process to develop and refine composition skills. Students are expected to: Revise for appropriateness of organization, content, and style.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.1.f	Use a writing process to develop and refine composition skills. Students are expected to: Edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.			
W	1.1.f	Use a writing process to develop and refine composition skills. Students are expected to: Edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.1.g	Use a writing process to develop and refine composition skills. Students are expected to: Refine selected pieces to publish for general and specific audiences.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).

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W	1.1.g	Use a writing process to develop and refine composition skills. Students are expected to: Refine selected pieces to publish for general and specific audiences.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
W	1.2.a	Use elaboration to develop an idea: draft a text with a clear controlling idea or thesis.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.2. b	Use elaboration to develop an idea: develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.2.c	Use elaboration to develop an idea: apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.2.d	Use elaboration to develop an idea: apply a consistent and appropriate point of view.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.2.e	Use elaboration to develop an idea: understand and apply formal and informal diction.	W	2.e	Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W	1.2.e	Use elaboration to develop an idea: understand and apply formal and informal diction.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.2.e	Use elaboration to develop an idea: understand and apply formal and informal diction.	W	1.d	Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W	1.3.a	Demonstrate organization, unity, and coherence by using transitions and sequencing: Read the draft from the intended audience's point of view to evaluate clarity of purpose.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.3.a	Demonstrate organization, unity, and coherence by using transitions and sequencing: Read the draft from the intended audience's point of view to evaluate clarity of purpose.	L	3	Knowledge of Language: 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.
W	1.3.b	Demonstrate organization, unity, and coherence by using transitions and sequencing: Evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.3.c	Demonstrate organization, unity, and coherence by using transitions and sequencing: Evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.3.c	Demonstrate organization, unity, and coherence by using transitions and sequencing: Evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.	W	1.c	Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W	1.3.c	Demonstrate organization, unity, and coherence by using transitions and sequencing: Evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.	W	2.c	Text Types and Purposes: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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W	1.3.d	Demonstrate organization, unity, and coherence by using transitions and sequencing: Evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.3.e	Demonstrate organization, unity, and coherence by using transitions and sequencing: evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.	W	3.d	Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W	1.3.e	Demonstrate organization, unity, and coherence by using transitions and sequencing: Evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.3.e	Demonstrate organization, unity, and coherence by using transitions and sequencing: Evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.	L	3	Knowledge of Language: 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.
W	1.3.f	Demonstrate organization, unity, and coherence by using transitions and sequencing: Evaluate whether sentence structures are varied in type, length, and complexity.	L	3	Knowledge of Language: 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.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.3.f	Demonstrate organization, unity, and coherence by using transitions and sequencing; Evaluate whether sentence structures are varied in type, length, and complexity.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.4.a	Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning; Apply Standard English usage, spelling, and mechanics to text.	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W	1.4.a	Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning; Apply Standard English usage, spelling, and mechanics to text.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.4.b	Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning; Correct errors in grammatical conventions.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).

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W	1.4.c	Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning: Employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.4.d	Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning: Use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check again original source for accuracy).	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.4.d	Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning: use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check again original source for accuracy).	L	3.a	Knowledge of Language: 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.
W	1.4.e	Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning: Demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.4.e	Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning: Demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.			

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W	1.5	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	L	1.b	Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
W	1.5	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.6	Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing).	W	5	Production and Distribution of Writing: 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 on up to and including grades 9-10 page 55).
W	1.6	Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing).	W	4	Production and Distribution of Writing: 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).

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W	2	Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes. At Grade 10, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 750-1,000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing that are frequently published for a general or specific audience. Final drafts are formatted appropriately for the mode/genre.			
W	2.1.a	Compose fictional, biographical or autobiographical narratives or short stories that: Establish and develop dynamic and static characters including character motivation, gestures, and feelings.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	2.1.a	Compose fictional, biographical or autobiographical narratives or short stories that: Establish and develop dynamic and static characters including character motivation, gestures, and feelings.	W	3.a	Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W	2.1.b	Compose fictional, biographical or autobiographical narratives or short stories that: Establish and develop a plot that effectively communicates the overall theme and establishes significant events.	W	3.a	Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W	2.1.b	Compose fictional, biographical or autobiographical narratives or short stories that: Establish and develop a plot that effectively communicates the overall theme and establishes significant events.	W	3.c	Text Types and Purposes: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

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W	2.1.b	Compose fictional, biographical or autobiographical narratives or short stories that: Establish and develop a plot that effectively communicates the overall theme and establishes significant events.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W	2.1.c	Compose fictional, biographical or autobiographical narratives or short stories that: Establish and maintain a consistent point of view especially third person limited or omniscient point of view.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	2.1.c	Compose fictional, biographical or autobiographical narratives or short stories that: Establish and maintain a consistent point of view especially third person limited or omniscient point of view.	W	3.a	Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W	2.1.d	Compose fictional, biographical or autobiographical narratives or short stories that: Establish and develop a setting within a narrative that is relevant to the overall meaning of the work.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W	2.1.e	Compose fictional, biographical or autobiographical narratives or short stories that: Use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	2.1.e	Compose fictional, biographical or autobiographical narratives or short stories that: Use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.	W	3.b	Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W	2.1.f	Compose fictional, biographical or autobiographical narratives or short stories that: Present action segments to accommodate changes in time and mood.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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W	2.2.a	Compose expository compositions, including analytical essays and research reports that: Integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.a	Compose expository compositions, including analytical essays and research reports that: Integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives.	W	2.b	Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W	2.2.b	Compose expository compositions, including analytical essays and research reports that: Communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently.	W	2.b	Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W	2.2.b	Compose expository compositions, including analytical essays and research reports that: Communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.c	Compose expository compositions, including analytical essays and research reports that: Integrate a variety of suitable, credible, reference sources, such as print, pictorial, audio, and reliable Internet sources.	W	2	Text Types and Purposes: 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.
	2.2.c	Compose expository compositions, including analytical essays and research reports that: Integrate a variety of suitable, credible, reference sources, such as print, pictorial, audio, and reliable Internet sources.	W	2.a	Text Types and Purposes: 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.

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W	2.2.d	Compose expository compositions, including analytical essays and research reports that: Integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.	W	2.a	Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W	2.2.d	Compose expository compositions, including analytical essays and research reports that: Integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.d	Compose expository compositions, including analytical essays and research reports that: Integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.	W	6	Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W	2.2.e	Compose expository compositions, including analytical essays and research reports that: Identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.f	Compose expository compositions, including analytical essays and research reports that: Use technical terms and notations accurately.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.2.f	Compose expository compositions, including analytical essays and research reports that: Use technical terms and notations accurately.	W	2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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W	2.2.f	Compose expository compositions, including analytical essays and research reports that: Use technical terms and notations accurately.	L	6	Vocabulary Acquisition and Use: 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.
W	2.3.a	Compose persuasive/argumentative compositions that: Include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	W	1	Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	2.3.a	Compose persuasive/argumentative compositions that: Include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	W	1.a	Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s), from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
W	2.3.b	Compose persuasive/argumentative compositions that: Use exposition, narration, description, and argumentation to support the main argument.	W	1	Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W	2.3.c	Compose persuasive/argumentative compositions that: Use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to emotion or ethical beliefs, or relating to a personal anecdote, case study, or analogy.	W	1	Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W	2.3.d	Compose persuasive/argumentative compositions that: Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	W	1.a	Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s), from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

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W	2.3.d	Compose persuasive/argumentative compositions that: clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	W	1	Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W	2.3.e	Compose persuasive/argumentative compositions that: Effectively address reader's concerns, counterclaims, biases, and expectations.	W	1.b	Text Types and Purposes: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W	2.3.e	Compose persuasive/argumentative compositions that: Effectively address reader's concerns, counterclaims, biases, and expectations.	W	1.a	Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s), from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
W	2.4.a	*Create documents related to career development that: Follow conventional format for email, formal letter, or memorandum.	W	6	Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W	2.4.a	*Create documents related to career development that: Follow conventional format for email, formal letter, or memorandum.			
W	2.4.b	*Create documents related to career development that: Provide clear and purposeful information and address the intended audience appropriately.			
W	2.4.c	*Create documents related to career development that: Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the intended audience.			

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W	2.5.a	Compose reflective papers that may address one of the following purpose: Express the individual's insight into conditions or situations detailing the author's role in the outcome of the event as well as an outside viewpoint.			
W	2.5.b	Compose reflective papers that may address one of the following purpose: Connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.			
W	2.5.c	Compose reflective papers that may address one of the following purpose: Complete a self-evaluation on a class performance..			
W	2.6.a	Use appropriate essay test-taking and time-writing strategies that: Budget time for prewriting, drafting, revising, and editing.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.6.b	Use appropriate essay test-taking and time-writing strategies that: Prioritize the question/prompt.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.6.c	Use appropriate essay test-taking and time-writing strategies that: Identify the common directives from the prompt (identify command verbs: explain, compare, evaluate, define, and develop, etc.).	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.6.d	Use appropriate essay test-taking and time-writing strategies that: Analyze the question or prompt and determine the appropriate mode of writing.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.6.e	Use appropriate essay test-taking and time-writing strategies that: Apply appropriate organizational methods to thoroughly address the prompt.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.7.a	Compose responses to literature that: Integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	2.7.a	Compose responses to literature that: Integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.	W	9.a	Research to Build and Present Knowledge: Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W	2.7.a	Compose responses to literature that: Integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.	W	9.b	Research to Build and Present Knowledge: Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.").
W	2.7.b	Compose responses to literature that: Evaluate the impact of genre, historical, and cultural context of the work.	W	9.b	Research to Build and Present Knowledge: Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.").
W	2.7.b	Compose responses to literature that: Evaluate the impact of genre, historical, and cultural context of the work.	W	9.a	Research to Build and Present Knowledge: Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W	2.7.b	Compose responses to literature that: Evaluate the impact of genre, historical, and cultural context of the work.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	2.7.c	Compose responses to literature that: Evaluate the impact of literary elements/devices and complexities within the work.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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W	2.7.c	Compose responses to literature that: Evaluate the impact of literary elements/devices and complexities within the work.	W	9.a	Research to Build and Present Knowledge: 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]").
	2.7.c	Compose responses to literature that: Evaluate the impact of literary elements/devices and complexities within the work.	W	9.b	Research to Build and Present Knowledge: 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.").
	2.7.d	Compose responses to literature that: Extend writing by changing mood, plot characterization, or voice.	W	9.b	Research to Build and Present Knowledge: Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.").
W	2.7.d	Compose responses to literature that: Extend writing by changing mood, plot characterization, or voice.	W	9.a	Research to Build and Present Knowledge: Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W	2.7.d	Compose responses to literature that: Extend writing by changing mood, plot characterization, or voice.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	2.8.a	*Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that: incorporates relevant integrated quotations, summary, and paraphrase with commentary.	W	7	Research to Build and Present Knowledge: 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.

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W	2.8.a	*Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that: incorporates relevant integrated quotations, summary, and paraphrase with commentary.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W	2.8.a	*Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that: incorporates relevant integrated quotations, summary, and paraphrase with commentary.	W	3.a	Knowledge of Language: 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.
W	2.8.b	*Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that: includes internal citations.	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W	2.8.c	*Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that: contains a works cited/bibliography.			
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.			
W	3.1.a	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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W	3.1.b	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Use nominative, objective, possessive nouns.			
W	3.1.c	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Use abstract, concrete, and collective nouns.			
W	3.1.d	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Use correct verb forms and tenses.			
W	3.1.e	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.			
W	3.1.f	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Distinguish transitive, intransitive, and linking verbs.			
W	3.1.g	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Distinguish active and passive voice.			
W	3.1.h	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Use correct pronoun/antecedent agreement and clear pronoun reference.			
W	3.1.i	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Use correct forms of positive, comparative, and superlative adjectives.			

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W	3.1.j	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Use correct form of conjunction (coordinating, correlating, or subordinating).			
W	3.1.k	Standard English usage - The student will demonstrate correct use of Standard English in speaking and writing: Use appositives and verbals in compositions.			
W	3.2.a	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: Apply capitalization rules appropriately in writing.	L	2	Conventions of Standard English. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.a	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: Apply capitalization rules appropriately in writing.			
W	3.2.b	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: Punctuate in writing including: i. commas ii. quotation marks iii. apostrophes, colons, and semicolons iv. ellipsis v. hyphens, dashes, parentheses, and brackets	L	2	Conventions of Standard English. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.b	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: Punctuate in writing including: i. commas ii. quotation marks iii. apostrophes, colons, and semicolons iv. ellipsis v. hyphens, dashes, parentheses, and brackets	L	2.a	Conventions of Standard English. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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W	3.2.b	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: Punctuate in writing including: i. commas ii. quotation marks iii. apostrophes, colons, and semicolons iv. ellipsis v. hyphens, dashes, parentheses, and brackets	L	2.b	Conventions of Standard English. Use a colon to introduce a list or quotation.
W	3.2.c	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: Demonstrate correct use of punctuation in research writing including: i. formal outline ii. parenthetical documentation iii. works cited/bibliography	L	2	Conventions of Standard English. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.c	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: Demonstrate correct use of punctuation in research writing including: i. formal outline ii. parenthetical documentation iii. works cited/bibliography			
W	3.2.d	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: Use correct formation of plurals.	L	2	Conventions of Standard English. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.d	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: Use correct formation of plurals.			

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W	3.2.e	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: Use correct spelling including: i. commonly misspelled words and homonyms ii. spell consonant changes correctly (e.g., recede/recession; transmit/transmission) iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes).	L	2	Conventions of Standard English. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.e	Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing: use correct spelling including: i. commonly misspelled words and homonyms ii. spell consonant changes correctly (e.g., recede/recession; transmit/transmission) iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes).	L	2.c	Conventions of Standard English. Spell correctly.
W	3.3.a	Sentence structure - The student will demonstrate appropriate sentence structure in writing: identify and use parallel structure.	L	1.a	Conventions of Standard English: Use parallel structure.
W	3.3.b	Sentence structure - The student will demonstrate appropriate sentence structure in writing: correct dangling and misplaced modifiers.			
W	3.3.c	Sentence structure - The student will demonstrate appropriate sentence structure in writing: correct run-on sentences.			
W	3.3.d	Sentence structure - The student will demonstrate appropriate sentence structure in writing: correct fragments.			
W	3.3.e	Sentence structure - The student will demonstrate appropriate sentence structure in writing: correct comma splices.			

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W	3.3.f	Sentence structure - The student will demonstrate appropriate sentence structure in writing: use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.	L	1.b	Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
W	3.3.g	Sentence structure - The student will demonstrate appropriate sentence structure in writing: Use a variety of sentence structures and lengths to create a specific effect.	L	1.b	Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
OLLS	Main	Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking. Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narrations, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.			
OLLS	1	Standard 1: Listening - The student will listen for information and for pleasure.	SL	1	Comprehension and Collaboration: 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.

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OLLS	1.1	Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's message.	SL	1.b	Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking vote on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
OLLS	1.1	Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's message.	SL	1.c	Comprehension and Collaboration: 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.
OLLS	1.1	Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's message.	SL	2	Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
OLLS	1.1	Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's message.	SL	3	Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
OLLS	1.2	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	SL	1.c	Comprehension and Collaboration: 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.
OLLS	1.2	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	SL	1.b	Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking vote on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	1.2	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	SL	1.d	Comprehension and Collaboration: 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.
OLLS	1.3	Evaluate informative and persuasive presentations of peers, public figures, and media presentations.	SL	1.d	Comprehension and Collaboration: 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.
OLLS	1.3	Evaluate informative and persuasive presentations of peers, public figures, and media presentations.	SL	1.b	Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking vote on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
OLLS	1.3	Evaluate informative and persuasive presentations of peers, public figures, and media presentations.	SL	1.c	Comprehension and Collaboration: 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.
OLLS	1.4	Use feedback to evaluate own effectiveness and set goals for future presentations.	SL	1.c	Comprehension and Collaboration: 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.
OLLS	1.4	Use feedback to evaluate own effectiveness and set goals for future presentations.	SL	1.b	Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking vote on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2	Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	SL	1	Comprehension and Collaboration: 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.
OLLS	2.1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	SL	1.c	Comprehension and Collaboration: 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.
OLLS	2.1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	SL	4	Presentation of Knowledge and Ideas: 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.
OLLS	2.1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	SL	6	Presentation of Knowledge and Ideas: 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 page 54 for specific expectations).
OLLS	2.1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	SL	4	Presentation of Knowledge and Ideas: 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.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.2	Prepare, organize, and present a variety of informative and persuasive messages effectively.	SL	4	Presentation of Knowledge and Ideas: 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.
OLLS	2.2	Prepare, organize, and present a variety of informative and persuasive messages effectively.	SL	1.a	Comprehension and Collaboration: 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.
OLLS	2.2	Prepare, organize, and present a variety of informative and persuasive messages effectively.	SL	1.b	Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking vote on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
OLLS	2.2	Prepare, organize, and present a variety of informative and persuasive messages effectively.	SL	1.c	Comprehension and Collaboration: 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.
OLLS	2.2	Prepare, organize, and present a variety of informative and persuasive messages effectively.	SL	6	Presentation of Knowledge and Ideas: 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 page 54 for specific expectations).
OLLS	2.3	Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.	SL	4	Presentation of Knowledge and Ideas: 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.

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V	Main	Visual Literacy: The student will interpret, evaluate, and compose visual messages.	RI	7	Integration of Knowledge and Ideas: 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.
V	1	Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meaning.	SL	2	Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
V	1.1	Identify the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).	RL	7	Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
V	1.2	Investigate how symbols, images, sound and other conventions are used in visual media (e.g., time lapse in film, set elements that identify a particular time period or culture).			
V	2	Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.	RI	7	Integration of Knowledge and Ideas: 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.
V	2.1	Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.			
V	2.2	Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).			

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V	3	Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.	W	2.a	Text Types and Purposes: 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.
V	3	Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.	SL	2	Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
V	3	Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.	SL	5	Presentation of Knowledge and Ideas: 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.
V	3.1	Investigate and present the sources of a media presentation or production such as who made it and why it was made.	SL	5	Presentation of Knowledge and Ideas: 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.
V	3.2	Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.	SL	5	Presentation of Knowledge and Ideas: 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.
V	3.2	Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.	RL	7	Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
			RL	9	Integration of Knowledge and Ideas: 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).