

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

Twelfth Grade

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
RL	Main	<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b>			
RL	1	<b>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 those words accurately.</b>			
RL	1.1	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).	L	1.b	Conventions of Standard English: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.
RL	1.1	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).	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., conceive, conception, conceivable).

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RL	1.1	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).	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 unfamiliar words based on characters, themes, or historical events.	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,
RL	1.3	Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.			
RL	1.3	Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	RI	4	Craft and Structure: Determine the meanings of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RL	1.4	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	RL	4	Craft and Structure: Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
RL	1.4	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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RL	1.4	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	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.
RL	1.4	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	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,
RL	1.4	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	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	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	1.4	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	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	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	L	5.b	Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.

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RL	2	<b>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 positions. At Grade 12, 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 and technical) texts.</b>			
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 purpose.	RL	10	Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity bands 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 purpose.	RI	10	Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity bands independently and proficiently.
RL	2.1.b	Literal Understanding: Explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).	RL	5	Craft and Structure: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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RL	2.1.b	Literal Understanding: Explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).	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.
RL	2.1.c	Literal Understanding: Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.			
RL	2.1.d	Literal Understanding: Construct images such as graphic organizers based on text descriptions and text structures.			
RL	2.1.e	Literal Understanding: Read silently with comprehension for a sustained period of time.			
RL	2.2.a	Inferences and Interpretation: Interpret the possible inferences of the historical context on literary works.			
RL	2.2.b	Inferences and Interpretation: Describe the development of plot and identify conflict and how they are addressed and resolved.	RI	4	Craft and Structure: Determine the meanings of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RL	2.2.c	Inferences and Interpretation: Identify influences on a reader's response to a text (e.g., personal experience and values; perspectives shaped by age, gender, class, or nationality).			
RL	2.2.d	Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.	RI	5	Craft and Structure: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RL	2.2.d	Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.			

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RL	2.3.a	Summary and Generalization: Determine the main idea and supporting details by producing summaries of the text.	RI	2	Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.
RL	2.3.a	Summary and Generalization: Determine the main idea and supporting details by producing summaries of the text.	RL	2	Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL	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, including determining where the text leaves matters uncertain.
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, including determining where the text leaves matters uncertain.
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	10	Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity bands 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	3	Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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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 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity bands independently and proficiently.
RL	2.3.d	Summary and Generalization: Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.			
RL	2.4.a	Analysis and Evaluation: Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.			
RL	2.4.b	Analysis and Evaluation: Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	RI	6	Craft and Structure: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RL	2.4.b	Analysis and Evaluation: Examine 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 specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL	2.4.c	Analysis and Evaluation: Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.	RL	6	Craft and Structure: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL	2.4.d	Analysis and Evaluation: Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.			

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RL	2.4.e	Analysis and Evaluation: Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.			
RL	3	<b>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, or 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.</b>			
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, poetry, and essay.	RL	3	Key Ideas and Details: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL	3.1.b	Literary Genres - Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire, and tragedy.	RL	4	Craft and Structure: Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
RL	3.2.a	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	RL	3	Key Ideas and Details: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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RL	3.2.b	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work: Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.			
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	3.2.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.			
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).			

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RL	3.3.a	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.	RL	3	Key Ideas and Details: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL	3.3.a	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.	RL	4	Craft and Structure: Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
RL	3.3.a	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.	RI	4	Craft and Structure: Determine the meanings of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10).
RL	3.3.a	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.	L	5.a	Vocabulary and Acquisition and Use: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
RL	3.3.b	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Identify and explain sound devices including alliteration and rhyme.			
RL	3.3.c	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work: Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.			

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RL	3.4.a	Literary Works - 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	3	Key Ideas and Details: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL	3.4.a	Literary Works - 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	9	Integration of Knowledge and Ideas: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL	3.4.a	Literary Works - 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	8	Integration of Knowledge and Ideas: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in words of public advocacy (e.g., The Federalist, presidential addresses).
RL	3.4.a	Literary Works - 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 seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RL	3.4.b	Literary Works - Read and respond to historically and culturally significant works of literature: Analyze and evaluate literature from various cultures to broaden cultural awareness.			
RL	3.4.c	Literary Works - 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.			

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RL	3.4.d	Literary Works - Read and respond to historically and culturally significant works of literature: Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	RI	8	Integration of Knowledge and Ideas: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in words of public advocacy (e.g., The Federalist, presidential addresses).
RL	3.4.d	Literary Works - Read and respond to historically and culturally significant works of literature: Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	RI	9	Integration of Knowledge and Ideas: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RL	4	<b>Standard 4: Research and Information: The student will conduct research and organize information.</b>			
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	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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).	RI	3	Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RL	4.2.a	Interpreting Information - Analyze and evaluate information from a variety of sources: Summarize, paraphrase, and/or quote relevant information.			

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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.			
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.	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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.	RI	7	Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
RL	4.2.e	Interpreting Information - Analyze and evaluate information from a variety of sources: Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.			

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RL	4.2.f	Interpreting Information - Analyze and evaluate information from a variety of sources: Compile written ideas and information into reports, summaries, or other formats and draw conclusions.			
W	Main	<b>Writing/grammar/mechanics and usage. The student will express ideas effectively in written modes for a variety of purposes and audiences. Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates a progression through the stages of the writing process. Work independently and in self-directed work teams to edit and revise.</b>			
W	1	<b>Standard 1: The student will use the writing process to write coherently.</b>			
W	1.1.a	Use the 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, log, interviews, or reading to generate ideas, develop voice, gather information, and plan.	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	1.1.b	Use the writing process to develop and refine composition skills. Students are expected to: use the writing process to develop and refine composition skills. Students are expected to: develop a main idea/thesis.			
W	1.1.c	Use the writing process to develop and refine composition skills. Students are expected to: evaluate results of prewriting activities and select appropriate topics.			

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W	1.1.d	Use the writing process to develop and refine composition skills. Students are expected to: evaluate audience and purpose for writing: i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make a social and/or political statement, or share an experience or emotion). ii. evaluate the writing task, considering the assumptions, values, and background knowledge of the intended audience.	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 up to and including grades 11-12 on page 55).
W	1.1.e	Use the writing process to develop and refine composition skills. Students are expected to: evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.	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 up to and including grades 11-12 on page 55).
W	1.1.f	Use the 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 up to and including grades 11-12 on page 55).
W	1.1.g	Use the writing process to develop and refine composition skills. Students are expected to: revise drafts for 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 up to and including grades 11-12 on page 55).

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W	1.1.h	Use the writing process to develop and refine composition skills. Students are expected to: edit/proofread for specific purposes such as 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 up to and including grades 11-12 on page 55).
W	1.1.i	Use the writing process to develop and refine composition skills. Students are expected to: refine selected pieces to publish for general and specific audiences.			
W	1.2.a	Use elaboration to develop an idea: draft a text with a clear, controlling idea or thesis.			
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	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	2.c	Text Type and Purposes: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W	1.2.d	Use elaboration to develop an idea: apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.	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 for a desired effect.	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	1.3.a	Demonstrate organization, unity, and coherence during revision process: read the draft from the intended audience's point of view to evaluate clarity of purpose.			

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W	1.3.b	Demonstrate organization, unity, and coherence during revision process: evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.			
W	1.3.c	Demonstrate organization, unity, and coherence during revision process: evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent.	W	2.c	Text Type and Purposes: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W	1.3.c	Demonstrate organization, unity, and coherence during revision process: evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent.	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	1.3.d	Demonstrate organization, unity, and coherence during revision process: evaluate whether ideas are adequately developed.	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	1.3.e	Demonstrate organization, unity, and coherence during revision process: apply a consistent and appropriate point of view.	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	1.3.f	Demonstrate organization, unity, and coherence during revision process: understand and apply formal and informal diction.			
W	1.4.a	Editing/proofreading and evaluating: apply Standard English usage and correct spelling in text.			
W	1.4.b	Editing/proofreading and evaluating: employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.			

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W	1.4.c	Editing/proofreading and evaluating: use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.			
W	1.4.d	Editing/proofreading and evaluating: demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.			
W	1.5	Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.			
W	1.6	Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	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	1.7	Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of 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.
W	1.8	Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of 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	<b>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 12, continue to combine the rhetorical strategies of narration, exposition, persuasion, and description: to produce text, reflective compositions, historical investigation reports, and deliver multimedia presentations. The writing demonstrates 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.</b>			
W	2.1.a	Write fictional, biographical, or autobiographical narratives that: create and develop a character who experience internal and external conflicts, 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.
W	2.1.a	Write fictional, biographical, or autobiographical narratives that: create and develop a character who experience internal and external conflicts, 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 and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W	2.1.b	Write fictional, biographical, or autobiographical narratives that: create and develop a plot that effectively communicates a pattern.	W	3.a	Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W	2.1.b	Write fictional, biographical, or autobiographical narratives that: create and develop a plot that effectively communicates a pattern.	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.c	Write fictional, biographical, or autobiographical narratives that: create and manipulate point of view to reveal author's purpose.			

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W	2.1.d	Write fictional, biographical, or autobiographical narratives that: create and develop a setting to reinforce the mood.	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.
	2.1.d	Write fictional, biographical, or autobiographical narratives that: create and develop a setting to reinforce the mood.	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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W	2.1.e	Write fictional, biographical, or autobiographical narratives that: use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, allusion, and frame story.	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	2.1.f	Write fictional, biographical, or autobiographical narratives that: narrate a sequence of events.	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.
W	2.2.a	Compose expository compositions, including analytical essays, historical investigations, and research reports that: integrate evidence in support of a thesis 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.
	2.2.a	Compose expository compositions, including analytical essays, historical investigations, and research reports that: integrate evidence in support of a thesis including information on all relevant perspectives.	W	9.b	Research to Build and Present Knowledge: Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").

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W	2.2.b	Compose expository compositions, including analytical essays, historical investigations, and research reports that: quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.	W	2.b	Text Types and Purposes: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W	2.2.c	Compose expository compositions, including analytical essays, historical investigations, and research reports that: integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information that contains different perspectives.	W	6	Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W	2.2.c	Compose expository compositions, including analytical essays, historical investigations, and research reports that: integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information that contains different perspectives.	W	9.b	Research to Build and Present Knowledge: Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").
W	2.2.d	Compose expository compositions, including analytical essays, historical investigations, and research reports that: use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.	W	2.a	Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W	2.2.e	Compose expository compositions, including analytical essays, historical investigations, and research reports that: identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate professional, academic, or technical diction.	W	6	Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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W	2.2.f	Compose expository compositions, including analytical essays, historical investigations, and research reports that: use technical terms and notations accurately.	W	2.d	Text Types and Purposes: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W	2.3.a	Compose persuasive 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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W	2.3.a	Compose persuasive compositions that: include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	W	1.b	Text Types and Purposes: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences' knowledge level, concerns, values, and biases.
W	2.3.a	Compose persuasive compositions that: include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	W	1.c	Text Types and Purposes: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W	2.3.a	Compose persuasive compositions that: include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	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	2.3.a	Compose persuasive compositions that: include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	W	1.e	Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.
W	2.3.b	Compose persuasive compositions that: use exposition, narration, description, and argumentation to support the main argument.			
W	2.3.c	Compose persuasive compositions that: use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.	W	2.d	Text Types and Purposes: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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W	2.3.d	Compose persuasive 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	2.3.e	Compose persuasive compositions that: effectively address reader's concerns, counterclaims, and individual or group biases.			
W	2.4.a	Write reflective compositions that: express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences to justify or clarify his/her perspective.			
W	2.4.b	Write reflective compositions that: connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.			
W	2.5.a	Create documents related to career development that: appropriately present purposeful and precise information to meet the needs of the intended audience.			
W	2.5.b	Create documents related to career development that: write an email, formal letter, or memorandum using conventional format.			
W	2.5.c	Create documents related to career development that: follow the conventional style for a specific document (resume, cover letter of application), and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.			
W	2.5.d	Create documents related to career development that: use accurate information to create various resume formats.			
W	2.5.e	Create documents related to career development that: modify the tone to fit the purpose and audience.			

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W	2.5.f	Create documents related to career development that: use accurate information to create an effective resume.			
W	2.6.a	Compose responses to literature that: evaluate the significant ideas of literary works or passages including plot development and characterization.	W	9.a	Research to Build and Present Knowledge: Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topic").
W	2.6.b	Compose responses to literature that: evaluate the impact of genre, cultural, and historical context on the work.	W	9.a	Research to Build and Present Knowledge: Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topic").
W	2.6.c	Compose responses to literature that: evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.	W	9.a	Research to Build and Present Knowledge: Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topic").
W	2.6.d	Compose responses to literature that: support important ideas and viewpoints with accurate and detailed reference to the text or other works.			
W	2.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.			

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W	2.8.a	Write documented papers that: incorporate 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.
W	2.8.b	Write documented papers that: include internal citations using various formats of research writing.	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.
W	2.8.c	Write documented papers that: contain a works cited/bibliography consistent with the selected research-writing format.	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.
W	2.9.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	2.9.b	Use appropriate essay test-taking and time writing strategies that: prioritize the question/prompt.			
W	2.9.c	Use appropriate essay test-taking and time writing strategies that: identify common directives from the question/prompt (identify common verbs: <i>explain</i> , <i>compare</i> , <i>evaluate</i> , <i>define</i> , and <i>develop</i> , etc.).			
W	2.9.d	Use appropriate essay test-taking and time writing strategies that: analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.			

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	2.9.d	Use appropriate essay test-taking and time writing strategies that: analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.	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	2.9.e	Use appropriate essay test-taking and time writing strategies that: apply appropriate organizational methods to thoroughly address the question/prompt.			
	2.9.e	Use appropriate essay test-taking and time writing strategies that: apply appropriate organizational methods to thoroughly address 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	2.9.f	Use appropriate essay test-taking and time writing strategies that: evaluate work using editing checklist or rubric, if available.			
W	3	<b>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.</b>			
W	3.1.a	Standard English Usage - 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 standards English grammar and usage when writing or speaking.
	3.1.a	Standard English Usage - 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.a	Conventions of Standard English: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
W	3.1.b	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Identify and use correct verb forms and tenses.			
W	3.1.c	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Identify and correct subject-verb agreement.			
W	3.1.d	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Distinguish active and passive voice.			

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W	3.1.e	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Identify and use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference.			
W	3.1.f	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: identify and use correct forms of positive, comparative, and superlative adjectives.			
W	3.1.g	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing: Continue to identify and use all grammar structure from prior grades.			
W	3.2.a	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Demonstrate correct use of capitals.	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 - Demonstrate appropriate language mechanics in writing: use correct formation of plurals.			
W	3.2.c	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Demonstrate correct use of punctuation and recognize its effect on sentence structure.	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 - Demonstrate appropriate language mechanics in writing: Demonstrate correct use of punctuation and recognize its effect on sentence structure.	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	3.2.d	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Use correct spelling of commonly misspelled words and homonyms.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.a	Sentence Structure - The student will demonstrate appropriate sentence structure in writing: Use parallel structure.			

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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.			
W	3.3.f	Sentence structure - The student will demonstrate appropriate sentence structure in writing: use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.			
W	3.3.g	Sentence structure - The student will demonstrate appropriate sentence structure in writing: effectively use a variety of sentence structures and lengths to create a specific effect.	L	3.a	Knowledge of Language: Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
W	4	Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.			
			W	6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
			W	8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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OLLS	Main	<b>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 narration, 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. Participate independently and in groups to create oral presentations.</b>			
OLLS	1	<b>Standard 1: Listening - The student will listen for information and for pleasure.</b>			
OLLS	1.1.	Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.	SL	1.b	Comprehension and Collaboration: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OLLS	1.1.	Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.	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.
OLLS	1.1.	Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.	SL	2	Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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OLLS	1.1.	Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.	SL	3	Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
OLLS	1.2	Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.	SL	3	Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
OLLS	1.2	Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.	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.
OLLS	1.2	Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.	SL	2	Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
OLLS	1.3	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.	RL	7	Integration of Knowledge and Ideas: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist).
OLLS	1.4	Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.	SL	1.c	Comprehension and Collaboration: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote a divergent and creative perspectives.

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OLLS	1.4	Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.	SL	1.d	Comprehension and Collaboration: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
OLLS	1.4	Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.	SL	2	Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
OLLS	1.4	Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.	SL	3	Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
OLLS	1.5	Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	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 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OLLS	1.5	Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	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	<b>Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.</b>			

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.1	Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.	SL	1.b	Comprehension and Collaboration: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OLLS	2.1	Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.	SL	4	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
OLLS	2.2	Use language and rhetorical strategies skillfully in informative and persuasive messages.	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 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OLLS	2.2	Use language and rhetorical strategies skillfully in informative and persuasive messages.	SL	4	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
OLLS	2.3	Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	SL	1.c	Comprehension and Collaboration: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote a divergent and creative perspectives.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.3	Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	SL	4	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
OLLS	2.4	Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	SL	4	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
OLLS	2.4	Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	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 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OLLS	2.4	Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	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	2.4	Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	SL	6	Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.5	Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.	SL	1.d	Comprehension and Collaboration: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
OLLS	2.5	Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.	SL	2	Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
OLLS	2.5	Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.	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.
OLLS	2.6	Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	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 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	2.6	Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	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.
V	Main	<b>Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>			

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
V	1	<b>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.</b>			
V	1.1	Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).			
V	1.2	Demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).			
V	2	<b>Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.</b>			
V	2.1	Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).			
V	2.2	Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).			
V	3	<b>Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.</b>			
V	3.1	Use the effects of media on constructing his/her own perception of reality.	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.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
V	3.2	Use a variety of forms and technologies such as videos, photographs, and Web pages to communicate specific messages.	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.