

Your Literacy Standards Companion at a Glance

Indexes Cross-Referencing Your State Standards with the Common Core appear at the front of the book.

Specific strands and standards are listed for each state.

Each state and grade level is listed at the top for easy reference.

The gist of each standard is succinctly summarized.

This column shows where to find instructional guidance for each standard.

Indexes Cross-Referencing Your State Standards

Alaska, Grades 9–10

Alaska Strand/Standard	Focus of Alaska Standard	For More Information
Reading Literature		
RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
RL.2	Determine a theme or central idea of a text and analyze its development and how it is shaped by specific details; summarize the text	R2 pp. 12–17
RL.3	Analyze how characters develop, interact, and advance the plot or develop the theme	R3 pp. 18–23
RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of word choice on meaning and tone	R4 pp. 24–29
RL.5	Analyze how an author's choices regarding structure, the order of events, and manipulating time create such effects as mystery, tension, or surprise	R5 pp. 30–35
RL.6	Analyze a point of view, perspective, or cultural experience reflected in a piece of literature	R6 pp. 36–41
RL.7	Analyze the representation of a subject or scene in two different artistic mediums, including what is emphasized or absent in each treatment	R7 pp. 42–47
RL.8	NA	
RL.9	Analyze how an author draws on and transforms source material	R9 pp. 54–59
RL.10	Read literature of appropriate complexity independently with proficiency	R10 pp. 60–65
Reading Informational Text		
RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
RI.2	Determine the central idea of a text and analyze its development; summarize main ideas or events	R2 pp. 12–17
RI.3	Analyze how the author structures an analysis or series of ideas or events, including the order, how they are developed, and the connections between them	R3 pp. 18–23
RI.4	Determine the meaning of words and phrases in a text; analyze the cumulative impact of specific word choices	R4 pp. 24–29
RI.5	Analyze in detail how ideas or claims are developed by particular sentences, paragraphs, or larger portions of text	R5 pp. 30–35
RI.6	Analyze how an author uses rhetoric to advance a point of view, perspective, or purpose	R6 pp. 36–41
RI.7	Analyze various accounts of a subject told in different mediums	R7 pp. 42–47
RI.8	Evaluate the argument in a text; assess reasoning and evidence; identify false statements and fallacious reasoning	R8 pp. 48–53
RI.9	Analyze U.S. documents of historical and literary significance, noting how they address related themes and concepts	R9 pp. 54–59
RI.10	Read and comprehend appropriately complex informational texts independently and proficiently	R10 pp. 60–65
Writing		
W.1	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence	W1 pp. 70–77
W.2	Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, and information	W2 pp. 78–85
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 pp. 86–91
W.4	Produce writing in which the development, organization, style, and features are appropriate to the task, genre, purpose, and audience	W4 pp. 92–97

(Continued)

Shaded bands highlight the overarching strands.

Alaska Strand/Standard	Focus of Alaska Standard	For More Information
Writing		
W.5	Develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach	W5 pp. 98–103
W.6	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
W.7	Conduct research projects to answer a question or solve a problem; synthesize multiple sources; demonstrate understanding of the subject	W7 pp. 110–115
W.8	Gather information from multiple sources, using advanced searches effectively; assess usefulness of sources; integrate information, avoiding plagiarism	W8 pp. 116–121
W.9	Draw evidence from texts to support analysis, reflection, research, and/or synthesis	W9 pp. 122–127
W.10	Write routinely over shorter and extended time frames for a range of audiences, tasks, and purposes	W10 pp. 128–133
Speaking and Listening		
SL.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively	SL1 pp. 138–143
SL.2	Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and noting discrepancies	SL2 pp. 144–149
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacious reasoning or exaggerated or distorted evidence	SL3 pp. 150–155
SL.4	Present information clearly, concisely, and logically, ensure organization, development, substance, and style are appropriate to purpose, audience, and task	SL4 pp. 156–161
SL.5	Make strategic use of digital media in presentations to enhance understanding and to add interest	SL5 pp. 162–167
SL.6	Adapt speech to a variety of contexts and tasks; demonstrate a command of formal English when appropriate	SL6 pp. 168–173
Language		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 178–183
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 184–189
L.3	Apply knowledge of language to make effective choices for meaning or style, to comprehend more fully when reading or listening, and to write and edit so that it conforms to the guidelines in a style manual appropriate for the writing type	L3 pp. 190–195
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 196–201
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 202–207
L.6	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 208–213
Reading History/Social Studies		
R.1	Cite specific textual evidence to support analysis of primary and secondary sources	R1 pp. 6–11
R.2	Determine central ideas or information of a primary or secondary source; summarize how they develop	R2 pp. 12–17
R.3	Analyze in detail a series of events; determine whether earlier events caused later ones	R3 pp. 18–23
R.4	Determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history/social studies	R4 pp. 24–29
R.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis	R5 pp. 30–35
R.6	Compare the point of view of two or more authors for how they treat the same or similar topics	R6 pp. 36–41
R.7	Integrate quantitative or technical analysis with qualitative analysis	R7 pp. 42–47
R.8	Assess the extent to which reasoning and evidence support the author's claim	R8 pp. 48–53
R.9	Compare and contrast treatment of the same topic in several primary and secondary sources	R9 pp. 54–59
R.10	Read and comprehend history/social studies texts of appropriate complexity	R10 pp. 60–65

Each standard under the strand is specifically called out.

Each section begins with a restatement of the official anchor standards as they appear in the actual Common Core State Standards document.

College and Career Readiness Anchor Standards for

Reading 9–12

Source:
Common Core
State Standards

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

Key Ideas and Details

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to one another and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

Note on Range and Content of Student Reading

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

* Please consult the full Common Core State Standards document (and all updates and appendices) at <http://www.corestandards.org/ELA-Literacy>. See "Research to Build Knowledge" in the Writing section and "Comprehension and Collaboration" in the Speaking and Listening section for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Source: Copyright © 2010, National Governors' Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

College and Career Readiness Anchor Standards for

Reading

The College and Career Readiness (CCR) anchor standards are the same for all middle and high school students, regardless of subject area or grade level. What varies is the specific content at each grade level, most notably the level of complexity of the texts, skills, and knowledge at each subsequent grade level in each disciplinary domain. The guiding principle here is that the core reading skills should not change as students advance; rather, the level at which they learn and can perform those skills should increase in complexity as students move from one grade to the next.

Key Ideas and Details

This first strand of reading standards emphasizes students' ability to identify key ideas and themes in a text, whether literary, informational, primary, or foundational and whether in print, graphic, quantitative, or mixed media formats. The focus of this first set of standards is on *reading to understand*, during which students focus on *what the text says*. The premise is that students cannot delve into the deeper (implicit) meaning of any text if they cannot first

grasp the surface (explicit) meaning of that text. Beyond merely identifying these ideas, readers must learn to see how these ideas and themes, or the story's characters and events, develop and evolve over the course of a text. Such reading demands that students know how to identify, evaluate, assess, and analyze the elements of a text for their importance, function, and meaning within the text.

Craft and Structure

The second set of standards builds on the first, focusing not on *what the text says* but *how* it says it, the emphasis here being on analyzing how texts are made to serve a function or achieve a purpose. These standards ask readers to examine the choices the author makes in terms of words

and sentence and paragraph structure and how these choices contribute to the meaning of the text and the author's larger purpose. Inherent in the study of craft and structure is how these elements interact with and influence the ideas and details outlined in the first three standards.

Integration of Knowledge and Ideas

This third strand might be summed up as *reading to extend or deepen one's knowledge* of a subject by comparing what a range of sources have said about it over time and across different media. In addition, these standards emphasize the importance of being able to read the arguments; that is, they look at how to identify the claims the texts make and evaluate the evidence used to support those claims

regardless of the media. Finally, these standards ask students to analyze the choice of means and medium the author chooses and the effect those choices have on ideas and details. Thus, if a writer integrates words, images, and video in a mixed media text, readers should be able to examine how and why the author did that for stylistic and rhetorical purposes.

Range of Reading and Level of Text Complexity

The Common Core State Standards document itself offers the most useful explanation of what this last standard means in a note titled "Note on range and content of student reading," which accompanies the reading standards:

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve

as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS 2010, p. 35)

On the facing page, a user-friendly "translation" of each standard gives you a fuller sense of the big picture and big objectives as you consider how it relates to your state's standards.

Built-in tabs facilitate navigation.

The actual CCSS Anchor Standard is included for easy reference.

Bold type spotlighting what's different across grade spans specifically identifies what students must learn within each class and across subjects.

The specific strand situates you within the larger context of the standards.

Reading Standards

Key Ideas and Details

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

<p>9–10 Literature</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>11–12 Literature</p> <p>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.</p>
<p>9–10 Informational Text</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>11–12 Informational Text</p> <p>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.</p>
<p>9–10 History/Social Studies</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.</p>	<p>11–12 History/Social Studies</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<p>9–10 Science/Technical Subjects</p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>11–12 Science/Technical Subjects</p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>

Source: Copyright © 2010, National Governors' Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Horizontal and vertical views enable you to consider how the standards change across grade levels for a given subject or down a given grade level in all subjects.

Standards for each discipline are featured on a single page for easy cross-departmental collaboration.

On this page you'll find accessible translations of the standards at your left so you can better grasp what they mean.

The emphasis now is on what students should do, utilizing the same grade-level and subject-area structure at your left.

Comprehension questions are included for helping students master thinking moves and skills behind each standard; all can be adapted to a range of class texts and topics or to needs specific to your particular state standards.

Common Core Reading Standard 1

What the Student Does

<p>9–10 Literature</p> <p>Gist: Literal comprehension accompanied by evidence from the text. Say what happens in the story or what the poem says based on evidence from the text, without making personal connections or commentary.</p> <ul style="list-style-type: none"> What happens in this story, play, or poem? Which specific details are most important to mention? What is the setting (time, place, atmosphere)? Who is involved? What do they say, do, think, and feel? How specific and detailed is the evidence drawn from the text? 	<p>11–12 Literature</p> <p>Gist: Literal comprehension supported with evidence. Report the events of the story or what the poem says based on details from the text, without explaining what the text means or why it is important; note those places where the text is ambiguous or unclear.</p> <ul style="list-style-type: none"> What happens in this story, play, or poem? Which specific details are most important to cite? What is the setting (time, place, atmosphere)? Who is involved? What do they say, do, think, and feel? Which parts of the text are ambiguous or vague?
<p>9–10 Informational Text</p> <p>Gist: Literal comprehension accompanied by evidence from the text. Say what happens in the text or what it says based on evidence from the text, without making personal connections or commentary.</p> <ul style="list-style-type: none"> What is the subject—and what does it say about that? Which specific details are most important to mention? What is the setting (time, place, atmosphere)? Who is involved? What do they say, do, think, and feel? How specific and detailed is the evidence drawn from the text? 	<p>11–12 Informational Text</p> <p>Gist: Literal comprehension supported with evidence. Report the events of the story or what the poem says based on details from the text, without explaining what the text means or why it is important; note those places where the text is ambiguous or unclear.</p> <ul style="list-style-type: none"> What is the subject—and what does it say about that? Which specific details are most important to cite? What is the setting (time, place, atmosphere)? Who is involved? What do they say, do, think, and feel? Which parts of the text are ambiguous or vague?
<p>9–10 History/Social Studies</p> <p>Gist: Literal comprehension supported with evidence. Say what the primary source says about its subject and what secondary sources say about that same subject and/or the primary source, using evidence from the texts to support your statements.</p> <ul style="list-style-type: none"> What type of text is this: primary or secondary? What are the subject and the source of information of the text? What does the text say or suggest about this subject? Who is the author or speaker of the text? How specific, detailed, and accurate is my textual evidence? 	<p>11–12 History/Social Studies</p> <p>Gist: Literal comprehension supported with evidence. Report in precise detail what the primary source and secondary sources say about their subject (or the texts the secondary sources may discuss), using evidence from these texts to support your assertions. Include in your retelling of the text any insights about the text and how these contribute to your understanding of these texts when considered together.</p> <ul style="list-style-type: none"> What type of text is this: primary or secondary? What are the subject and the source of information of the text? What does the text say or suggest about this subject? How specific, detailed, and accurate is my textual evidence? How do my revelations about the text and its contents add to my understanding of the text itself?
<p>9–10 Science/Technical Subjects</p> <p>Gist: Literal comprehension supported with precise details from the text. Sum up what the text says in precise detail and language, using evidence from the text to support your statements. Look closely at the words used to describe or explain when analyzing the text.</p> <ul style="list-style-type: none"> What type of text is this? What is the subject of this text? What does the text say about this subject? Which precise details/data are important to mention? How precise, accurate, and detailed is my textual evidence? 	<p>11–12 Science/Technical Subjects</p> <p>Gist: Literal comprehension backed up with precise details from the text. Report in detail what the text says, indicating those areas where the author emphasizes the difference between key elements or causes inconsistencies by leaving out key information when describing what they did or discovered.</p> <ul style="list-style-type: none"> What is the subject of this text? What does the text say about this subject? Which precise details/data are important to mention? How precise, accurate, and detailed is my textual evidence? What key distinctions or inconsistencies should I report?

The right-hand page utilizes the very same cross-discipline and grade-level format to provide two distinct visual paths for understanding the standards.

"Gist" sections provide plain-English synopses of the standards so you can put them to immediate use.

Featured on a separate page are specific teaching techniques for realizing each standard. Applicable to all subjects across grades 9–12, these strategies focus on what works in the classroom, based on Jim’s own experience and recent content-area research.

Common Core Reading Standard 1

What the Teacher Does

To teach students how to “read closely,” do the following:

- Provide students access to the text—via tablet or photocopy—so they can annotate it as directed.
- Model close reading for students by thinking aloud as you go through the text with them or displaying your annotations on a tablet via an LCD projector; show them how to examine a text by scrutinizing its words, sentence structures, or any other details needed to understand its explicit meaning.
- Display the text via tablet or computer as you direct students’ attention—by highlighting, circling, or otherwise drawing their attention—to specific words, sentences, or paragraphs that are essential to the meaning of the text; as you do this, ask them to explain what a word means or how it is used in that sentence or how a specific sentence contributes to the meaning of the larger text.
- Pose questions—about words, actions, details—that require students to look closely at the text for answers.

To get students to determine “what the text says explicitly,” do the following:

- Ask students to “say what it says”—not what it means, since the emphasis here is on its literal meaning.
- Offer students an example of what it means to read explicitly and support your inferences with evidence; then tell them what a passage explicitly says, asking them to find evidence inside the text to support their statement about its meaning.
- Give students several pieces of evidence and ask them to determine what explicit idea in the text the evidence supports.

To develop students’ ability to “cite specific textual evidence,” do the following:

- Offer them a set of samples of evidence of different degrees of specificity and quality to evaluate, requiring

them to choose the one that is best and provide a rationale for their choice.

- Show students how you would choose evidence from the text to support your inference; discuss with them the questions you would ask to arrive at that selection.

To “make logical inferences,” ask students to do the following:

- Add what they *learned* (from the text about this subject) compared to what they already *know* (about that subject); then, have students *confirm* that their reasoning is sound by finding evidence for their inferences.
- Think aloud (with your guidance) about the process and how they make such inferences, and then have students find and use evidence to support their inferences.

To identify “uncertainties,” “gaps,” or “inconsistencies,” students can try the following:

- Read—or reread—key sections that focus on reasoning or evidence, and ask, “So what?” or any of the reporter’s questions (who, what, when, where, why, how) that seem appropriate to the text or topic, looking for those spots that cannot answer these basic questions logically or fully.

To help your English Language Learners, try this strategy:

- Repeat the process used to make such inferences, verbally labeling each step as you demonstrate it; then ask them to demonstrate their ability to do it on their own or with your prompting. Post the steps (e.g., “Inferences = What You Know + What You Learned”) with an example on a poster or handout they can reference on their own as needed.

Notes

Preparing to Teach
Connections to My State’s Standards

You can record notes here as you prepare to teach. Additional copies can be made if you’d like to adapt the pages to your school’s instructional planning processes.

A dedicated academic vocabulary section offers a quick-reference glossary of key words and phrases for each standard.

Common Core Reading Standard 1

Academic Vocabulary: Key Words and Phrases

Analysis of primary and secondary sources: Primary sources are those accounts recorded from people who witnessed or participated in the event themselves; these sources include journals, letters, oral history recordings; secondary sources are those written by others based on primary sources and the opinions of scholars past and present.

Attending to such features: Close reading demands paying attention to any features, such as format, source, or date published, that might add subtle but noteworthy meaning to the document.

Cite specific textual evidence: All claims, assertions, or arguments about what a text means or says require evidence from within the text itself, not the reader's opinion or experience; students should be able to quote or refer to a specific passage from the text to support their idea.

Conclusions drawn from the text: Readers take a group of details (different findings, series of events, related examples) and draw from them an insight or understanding about their meaning or importance within the passage or the text as a whole.

Connecting insights gained from specific details to an understanding of the text as a whole: It is not enough to discern the meaning of a small detail; close reading demands connecting all the dots to reveal how these small details contribute to the meaning of the larger text.

Explicitly: Clearly stated in great or precise detail, may suggest factual information or literal meaning, though not necessarily the case.

Gaps or inconsistencies in the account: Some gaps are intentional, meant to leave room for interpretation or allow for some ambiguity that adds depth and complexity to a text; unintended gaps or inconsistencies undermine the credibility of the work or author by raising questions about the accuracy or reliability of the information.

Important distinctions the author makes: Authors draw a line at times between ideas, categories, or

certain elements, attributing more meaning or importance to one than another.

Informational text: These include nonfiction texts from a range of sources and written for a variety of purposes; everything from essays to advertisements, historical documents to op-ed pieces. Informational texts include written arguments as well as infographics.

Literature: This text can include not only fiction, poetry, drama, and graphic stories but also artworks, such as master paintings or works by preeminent photographers.

Logical inferences: To infer, readers add what they learned from the text to what they already know about the subject; however, for the inference to be logical, it must be based on evidence from the text.

Read closely (or close reading): Reading that emphasizes not only surface details but the deeper meaning and larger connections between words, sentences, and the full text; this also demands scrutiny of craft, including arguments and style used by the author.

Strong and thorough textual evidence: Not all evidence is created equal; students need to choose those examples or quotations that provide the best example of what they are saying or most compelling quotation to support their assertion.

Support conclusions: Related to citing textual evidence, this phrase requires readers to back up their claims about what a text says with evidence, such as examples, details, or quotations.

Text: In its broadest meaning, a text is whatever one is trying to read: a poem, essay, essay, or article; in its more modern sense, a text can also be an image, an artwork, speech, or multimedia format such as a website, film, or social media message, such as a Tweet.

Where the text leaves matters uncertain: The writer may intend to be ambiguous or unclear to imply a lack of clarity or resolution about this subject; it can also mean the writer did not tie up loose ends, thus, creating a weak link in an argument or narrative.

Clearly worded entries decode each word or phrase according to the particular way it is used in a given standard.

In this last worksheet, you can record your final teaching plan.

Planning to Teach
What to Do—and How

A large rectangular area with horizontal lines for writing, intended for recording a teaching plan.